

MCHB/DHSPS March, 2006 Webcast

Girls in the Juvenile Justice System:

Causes, Consequences and Strategies to Reduce Delinquency

LISA KING: Good afternoon, everyone. I'm Lisa King and I'm the women's health program director in HRSA's Maternal and Child Health Bureau. On behalf of the Maternal and Child Health Bureau I would like to welcome you to this webcast titled "Girls in the Juvenile Justice System: Causes, Consequences and Strategies to Reduce Delinquency". Before I introduce our presenters today, I would like to make some technical comments. Slides will appear in the central window and should advance automatically. The slide changes are synchronized with the speakers' presentations so you don't need to do anything with the slides of the you may need to adjust the timing of the slide changes to match the audio by using the slide delay control at the top of the messaging window.

In order to allow ample time for their presentations the question and answer session will be deferred until after the last presentation is done. Nicholas is a staff member of the Maternal and Child Health will be fielding the questions at the end of the presentation. However, we do encourage you to submit your questions via email at any time during the presentation. Simply type the question in the white message window on the right of the interface, select question for speaker from the dropdown menu, and hit send. Remember to identify which presenter the question should be directed to and include your state or organization in your message so that we know where you are participating from. If we don't have -- if for some reason we don't have the opportunity to respond to your question

during the broadcast, we'll email you afterwards. I want to encourage everyone to submit their questions at any time during the broadcast.

Additionally, on the left of the interface is your video window. You can adjust the volume of the audio using the volume control slider, which you can access by clicking on the loudspeaker icon. Those of you who selected accessibility features when you registered will see text captioning underneath the video window. At the end of the broadcast, the interface will close automatically and you will have the opportunity to fill out an online evaluation. Please take a couple of minutes to do so. Your responses help us plan for future broadcasts in this series and improve our technical support. Now without further adieu I would like to introduce our speakers. We are very pleased to have four speakers with us today. Our first presenter is Margaret Zahn. She's from research triangle and a professor at North Carolina state university. Next we have Giovanna Taomina. She is with the Girls Circle Association. Paula Schaefer is the next presenter representing Paula Schaefer & Associates. Our final speaker is Louise Wolfgramm. She's the president of amicus. So without further delay, we would like to welcome our presenters again and the audience and we'll begin our presentation.

MARGARET ZAHN: Thank you, Lisa. It is a pleasure to be with you today and to tell you about the Girls Study Group. And the Girls Study Group is basically a multidisciplinary group of researchers and practitioners who have been convened to do the following things. This is slide two. To study the patterns, causes and consequences of female delinquency. Develop as much as possible a theory, a comprehensive theory of female

delinquency and identify effective strategies and reduce female involvement in Dell in Quincy. It's funded by Office of Juvenile Justice and Delinquency Prevention, OJJDP and have been a pleasure to work with on this project. The overall mission of our group is, as I've mentioned, to understand girls' patterns of delinquency. To identify relevant risk and protective factors, identify gaps in research as it relates to girls and delinquency and communicate our findings both to the research community and to the people who are responsible for intervening in the lives of girls at risk. We will also identify and promote effective programs and policies as much as the evidence will allow us to do so. Now, all of this takes a lot of people to accomplish and the Girls Study Group members include a group of 15. The people are listed on the slide. Robert Agnew. You can read them on the slides.

So what do we as a big group do? What we've done is, first of all, review the literature, second, do secondary analysis of relevant datasets, third, review programs targeting female delinquency and as of this morning we have 95 programs identified in the United States that deal specifically with girls and girl delinquents. Develop model programs and review screening tools. In terms of the literature review we've reviewed literature from the fields of psychology, sociology, criminology and public health. Peer review journal articles. 1600 pieces of literature have been reviewed. 13 chapter drafts have been completed. And reviewed. And 10 have been finalized. What I would like to share with you, really, today is what we have found in those many chapters that we have done. And the first chapter really had to deal with what are the trends in girls' violence? Many of you are aware, I'm sure, from the mass media, there has been much discussion that girls are

becoming more violent and so we wanted to find out well, is that really so? And if so, what are those patterns? So Daryll Steffensmeyer and another professor took a look at data sources and used uniform crime reports from 1980 to 2003.

The next slide you'll see the results of the uniform crime reports analysis. As you can see there is a rising trend in girls' arrests for simple assaults as has been true forever, really. Obviously boys are much more involved in assault behavior than girls but will is a steady rise for girl's for simple assault. Does that mean they're becoming more violent? To study that further, Daryll and Barry took a look at self-report data from a couple of different sources. One source was from the monitoring the future. And they took a look at whether girls reported being more violent over time. What they found is that the level of assault for juvenile females and males have been fairly constant over the past two decades. Female involvement in violence has not increased relative to male violence based on self-report data. A second source is victimization data. Again, this is reports of people as to whether they have been victimized by assault and whether they had been involved in assaultive behavior. What we find, as you'll see on the next slide, that when you compare arrests to victimization data, arrests go up but the victimization data sort of bounces around and there is not a consistent upward trend. In effect, what we've concluded from analyses of these data sources, is that there has been more change in girls' arrests than in the underlying violent behavior of girls. In other words, from these data sources, it would suggest girls are not necessarily becoming more violent but we certainly are arresting girls more frequently and more frequently for offenses such as simple assault. Now, when girls are involved in assaults and we are looking at that and we'll look more extensively at this

also over this coming year, we do find that girls, when they're involved in assaultive behavior, are much more likely to know the victim than are boys. And girls, when they are involved in assaultive behavior tend to be involved, number one, at school.

Number two, with a friend or an ex-friend and three, with a parent. You can see that in that slide. In effect, there seems to be increasing arrests for girls -- there are increasing arrests for girls and for simple assault kinds of events. What we think is happening here, and I don't have a slide on this so if you could not put the slides up right this minute. What we think is happening here is what we might call net widening. That is occurring for perhaps two reasons. We're going to in subsequent analysis try to look at this. Zero tolerance policies, for example, in schools may well mean that more people are being arrested or handled by the police that would have previously been handled internal to the schools. Furthermore, in terms of mandatory domestic violence arrests, when there is domestic disturbances in the household and it may involve an adolescent girl and a parent, it may be -- and again we don't have good data on this yet, this is the hypothesis, based on the evidence we do have, perhaps there is more arrests of girls under these circumstances because of a mandatory arrest policy and they may take the adolescent rather than the parent in a parent/child conflict. Again, we need much more data to support that hypothesis but that is a potential of why we see increasing arrests.

Another major component of the study, of course, is to look at gender differences in causes and correlates of girls' delinquency. We used the ecological model which many of you are familiar with, looking at individual factors, family factors, school and peer factors,

and community factors, risk and protective factors in terms of girls' delinquency. What we find is that girls and boys experience many of the same risk factors but they differ in the sensitivity to them and to the rate of exposure to these factors. In terms of risk and protective factors associated with delinquency. In both boys and girls, family dynamics influenced both boys and girls. The structure and stability of the family have similar impact for boys and girls. Supervision and control have similar impacts. Lack of family supervision is a causal link to delinquency for both boys and girls. The type of parental authority also affects delinquency similarly for boys and girls. The difference is that girls may be supervised more than boys, but the degree of supervision is a key factor in explaining delinquent outcomes.

A third factor that seems to influence boys and girls is family criminality. There are very few studies that examine real gender differences. This is an area where we need to have many more studies. The limited studies that do exist suggest that drug using parents may more frequently lead to drug use for girls than for boys. Again, the studies seem to be limited in number, however. And some qualitative studies show that girls involved in prostitution were frequently introduced to it by female relatives. Again, limited number of studies so we need to explore family criminalities impact further. In terms of maltreatment, maltreatment in the form of physical maltreatment and sexual abuse are associated with delinquency. They are associated with delinquency for both boys and girls, although girls may be -- girls' rate of exposure to sexual abuse is greater than for boys. In terms of peer influence or really mutual influence, positive peers are a protective factor and negative peers are a risk factor for both boys and girls. I'll say some of the differences in those in a

minute. A lack of adequate community-based services and programs is negative for both boys and girls.

Girls may, however, for some of the reasons I've mentioned earlier, be significantly impacted as they are relabeled out of a status offender and then into another kind of offender or delinquent offender. If we look at risk and protective factors. The bottom line there is many risk and protective factors are similar for boys and girls. However, this is the next slide. Some risk and protective factors are especially gender sensitive. By gender sensitive, we mean that girls are specifically more -- a factor that is more relevant for girls. One of those is early puberty. And again, there are not a lot of studies, but some evidence does suggest that early sexual maturation, when it occurs in highly disadvantaged neighborhoods is associated for higher levels of delinquency for girls. We think what's going on here is that early maturation in a neighborhood where there may be high level of delinquent peers. Older male delinquent peers they become associated with them and it leads to a delinquent kind of career for them.

Witnessing family violence. There does appear to be a link between witnessing domestic violence and delinquency. The studies limited in number that have a gender impact does show the violence is more problematic or the witnessing of it is more detrimental for girls than it is for boys. Cross gender peer influence is also important. A negative mixed gender peer group is more productive of delinquency for girls than it is for boys, especially when less serious delinquency is involved. Responsivity to religion. We took a look at religious involvement and its impact on delinquency or protective factor against delinquency. Lots

of problems with these studies, however, it seems that girls are more responsive to religion than are boys. More involved in religious activities which can be a protective factor for them. In terms of bonding to school, school involvement is important for both boys and girls. However, bonding to the school, feeling closely associated with it, feeling close to teachers and to peers there is more important for girls than for boys. For boys, having rules that are fair appear to be more important, although that's important for both girls and boys.

Finally, there is limited evidence that girls may benefit more than boys from moving to a more affluent neighborhood and I'll talk more about that in a moment. These are some of the gender-sensitive factors that exist, at least from the literature we've reviewed so far. Next slide, please. There are also differential rates of exposure by gender. These, of course, are important factors, then, in delinquent outcomes. One is supervision and control. As I mentioned a minute ago, family supervision is very important in whether there is going to be a delinquent outcome. Girls, however, are more controlled by and large than boys. Which explains why they have higher rates of delinquency. One factor is because they have more supervision and control. Secondly, a differential rate of exposure to sexual assault. It has a link to delinquency. Finally, community violence. There are differential rates of exposure by gender to community violence. Girls are less exposed to street violence, although they may be more exposed to domestic violence. So there is differential rates of exposure in that dimension. In terms of peer dynamics, one thing I did want to mention, while both boys and girls are influenced by romantic partners, when serious

delinquency is an issue, when non-serious delinquency or more minor delinquency is an issue girls are far more influenced by romantic partners than are boys.

Delinquent peer associations is important and it is important sort of across the board for girls. Whereas in serious delinquency it's important for boys and girls but for girls it's important across the board. In terms of neighborhood effects and in this particular case I was responsible for reviewing a very massive amount of literature on this. There have been lots of studies on neighborhoods but not very many on the gendered effects of neighborhoods. What studies do show us that we have thus far show that structural disadvantage -- neighborhoods with high levels of poverty, high crime rates, single income families, affect the crime rates of both girls and boys. However, when girls are relocated, there was an important study that called a move to opportunity study where poverty adolescence and their families in a randomized controlled study were moved into affluent neighborhoods. There was a group that was in an affluent neighborhood. Those in a poor neighborhood. There was a randomized control study. What they found is that over time -- in year one both girls and boys delinquency rates dropped. Violent behavior dropped.

Year one was a highly effective the move to a more affluent neighborhood. However, in years two and three what happened is that for boys, the boys in the experimental group who moved to the affluent neighborhood began committing more theft than boys in the control group. Girls, however, basically their rates of delinquency and rates of violence remained lower and many of them have now gone on, in fact, to college. Movement to an affluent neighborhood add a disproportionate effect on boys and girls with more effect on

girls. Could we skip number 26 and number 27? OK. What the literature does suggest, there are very few longitudinal studies. Right now we're working with some people to do some longitudinal analyses but the literature itself, independent of the studies that we don't have many of, suggest there are certain pathways to delinquency for girls. And three pathways that came to exist are the following. One, early puberty plus structural disadvantaged neighborhoods leads to association with older boys whom, if delinquency, leads to delinquency for girls.

Two, sexual abuse or maltreatment at home which may lead to running away and running away involvement and then law violating behavior and neglect at home plus structurally disadvantaged neighborhood leads to gang membership. 25% of girls in highly disadvantaged neighborhoods join gangs and girls who are in gangs do commit much more delinquent activity than girls who are not. Those are three pathways that the literature suggest exist. We need longitudinal studies to follow up on that. Given all of the literature that has been reviewed, we do think we know some of the factors, then, that would go into a comprehensive theory of delinquency. The research would suggest that girls' -- an explanation for girls' delinquency would involving sexual abuse or maltreatment mystery. Relationship with delinquent partners. Biological and social maturity within specific contexts. Conflict with parents, particularly with the mother. Limited evidence but some suggestions here. And then low bonding to conventional institutions such as school and church in particular.

Now, much of the research we've looked at are of girls in general in the general population as opposed to just girls in custody. If you look at girls in custody. That's our next point of examination. I think we'll hear a lot more about girls in custody from our other speakers today, we do know that not all girls that commit delinquent acts, not most of them, are in custody. Those in custody, though, do have certain characteristics and we are examining some of that and information that we have on this comes from the survey of youth in residential placement called SYRP. Andrea has been in charge of this and it's a nationally representative sample of facilities, 7,000 youth interviewed of which 1695 were girls. Here are some of the things learned from SYRP about girls in custody. Prior sexual abuse was experienced by many more girls than boys in custody. 35% of girls, 8% of boys. Many more girls experienced physical abuse, 42% of girls, 22% of boys. Furthermore for girls in custody, they are likely to sexual abuse to have been abused by a father or stepfather.

Another adult in the home or the mother's boyfriend. If they're physically abused likely to be by the father or stepfather, mother or stepmother, brother or sister, or mother's boyfriend. You can see that more clearly in the next slide. Where it says girls in custody. Those physically abused. Girls 50% of the physically abused girls are abused by their father or stepfather. 45% by their mother or stepmother. 24% by a brother or sister and you can see the significant differences between boys and girls in terms of who they are likely to be physically assaulted by on that particular slide. Also, when we compare boys in the system to girls in the system. We then can conclude that girls in the system are more likely to be victims of sexual and physical abuse. They are also more likely to suffer from mental health disorders especially PTSD, depression and anxiety. Also, compared to boys

in the system, girls are more likely to suffer from substance abuse disorders and compared to girls in the general population, girls in the system are more likely to have dropped out of high school, have repeated a grade at least once and be performing below their grade level.

In this coming year, in fact right now what we're doing is trying to integrate findings from all of this literature. We'll be conducting additional analyses to fill research gaps and we're also assembly a list of prevention and intervention programs and will be judging the evidence of effectiveness of those programs as I've mentioned we already have 95 programs on our list and collecting all the evaluations of those at the present time. We also are reviewing risk and assessment tools for their usefulness in accurately assessing girls' risks and we'll be conducting focus groups with girls and practitioners to get their views on the most effective kinds of programming. To keep up with what we're doing, we do have a website. And it is the Girls Study Group.RTI.org and we put our presentations and findings on the website. It is an interactive website and we're happy to hear from anyone who has interest in or would like to have information further about the girls' study group. Thank you for letting me present today. I think I did it on time.

LISA KING: Thank you, Margaret. Next we have Giovanna.

GIOVANNA TAORMINA: All right. Good morning, everybody. Happy to be with you today and thanks important the invitation to present Girls Circle. Moving off of the first slide just to let you know that we are thankful to the Office of Juvenile Justice and Delinquency

Prevention to provide technical and training assistance. Our model has been used in all areas of juvenile justice as you can see on the third slide and it's working very well. We do have some research which I'll show you later but we have been rated a promising approach by the Office of Juvenile Justice and Delinquency Prevention. Our model, what is nice about it, it doesn't work just for intervention settings. It works for all girls despite their economic backgrounds, despite their ethnic or cultural background. It works in all prevention settings in schools, he can -- he ---it works with all girls. What is a Girls Circle? Girls Circle is a model of structured support groups for girls from 9 to 18 years old. Groups are basically -- they meet weekly. Sometimes if girls are in a residential or detention settings they may meet more often. Typically groups meet once a week for an hour and a half to two hours. One of the priorities in the circle is safety and respect for all girls.

Next slide. Looking at our theoretical framework I want to say a little more about what types of theories we look at and try to follow with our model. The biggest one is the relational theory which suggests. It came out of Harvard and a dominant study that was done out of there to show what girls needs are. And stating that a girl's connections with other is a huge feature in their psychological makeup. It determines her overall psychological health. It is about relationships for girls, who they relate to and the quality of those relationships. We want to provide safe spaces for girls to get in touch with their true voices and be authentic. A lot of girls are what they -- they come up against what we call a relational impasse. That is where they're either going to be honest about who they are or they're going to follow the crowd. And get involved with other youth who may or may not be, you know, a good influence on them. It's -- girls have to make a decision at their

adolescent age, which is very difficult in terms of will they be true to themselves or be accepted by others? So it's very important that we give them a safe place to voice their true thoughts, to find their own voice, to find their own self-and be supported by their peers. A lot of times what happens if girls cannot be authentic, it leads to other types of behavior. It can lead to acting out, to mental health issues, it could lead to self-harm or drugs, alcohol, etc. Providing the safe space for them to be honest, authentic and to have connection with peers and adults. Additionally our model employs resiliency practices.

Studies show in resiliency one caring support in a girl's life can make all the difference in a world. We've heard this from girls in conferences we've been at. What was the most influential thing that helped you get through adolescence? A lot of them don't say a friend but they say an adult. They say my mom, my grandma, my friend's mom. Having support from adults is really important. It is a protective factor. And those adults have high expectations for them. They believe in them. They believe that they're capable and confident. That's really important that they have somebody that believes in them and that they can do it and be successful. Thirdly, that we offer meaningful participation to them and promote an environment that supports their own cultural identity.

Moving on to the next slide. What is the circle format? Here it is. A six-step format. These six things happen every single time in every single circle. There is an opening ritual. An introduction of the theme for the day. A check-in time, an activity. A sharing of that activity and a closing ritual. And the word ritual simply implies that it is the same thing that happens each time. So we all have our own like morning ritual, for example. So every time

the girls come to circle the one thing that would be the same is the opening and the closing ritual. The opening ritual marks the introduction of the circle. Here we are in our own space. The theme could be any gender relevant issue to girls. Then there is a piece, the third step is a check-in where one at a time, it's really important there is, respect and listening in the group. One at a time they check in about what is going on in their lives where they can speak about something relevant to the theme. Which is a real important piece because girls want to feel like they can be heard and that they don't have to fight for time to be heard about what is going on with them. Then there is an activity which is the fourth step. We always want to blend verbal and creative activities. We want to exercise both sides of the brain, the left and the right side. The left side being the more logical side which is like verbal discussions. But also employing the right side of the brain letting girls use artistic activity to express themselves. Some girls are talkers, some girls won't say a word. If you give them some paint and paper you'll see what is going on with them. We're always blending left and right brain functions there employing but verbal and creative activities.

The fifth step is giving them an opportunity to share about that activity. What it meant to them to make the connections between the activity and their real life. To hear from each other. And then a closing ritual. Which sort of brings the circle to a close. Gratitude for everybody and safely closes it up because girls may have really opened up in between that time. Again the groups usually meet weekly, six to ten girls per circle. In the juvenile justice settings we find six to eight is a better number. There are more safety issues with those girls. What are the facilitators using when they're leading these groups? They can

be using their own curriculum, be using our Girls Circle facilitator activity guides. So just as a quick example, for example we have one facilitator activity guide called relationships with peers. In week four the theme is accepting all different parts of myself. So girls, the purpose of that particular activity is for girls to learn acceptance and respect for the many different aspects of themselves. Also, to offer girls a safe way in which to express maybe hidden or secret parts that may not be expressed otherwise and to develop compassion and forgiveness toward oneself. That would be the purpose of the week's theme.

They would go around and check in one at a time about what is going on and we would move into an activity which would be centered on that theme, which is for example all different parts of myself. In this case, girls are going to talk about all the different parts of themselves, have a chance to express it with each other. Do some writing. And there would be a discussion around that which is the verbal portion of the activity. And then the creative portion of the activity is actually where they do some sculpting. They're giving sculpting materials and sculpt bowls of compassion for themselves. That's sort of an example of the types of activities and themes that we have in our nine programs. There are several examples and several things to be working on with girls.

Moving to the next slide. One of the things that makes our model successful with girls is that we utilize a strength-based approach. We tell girls more what they're doing well as opposed to what they're doing wrong. That's particularly important in corrections settings. So they really get the idea that they are going to be safe to voice their ideas and opinions in a safe environment. We follow the gender relevant curricula. It's not -- Girls Circle isn't

about giving a girl a group of girls together to talk about their feelings. It's not just a process group. It really is skill building, building coping skills for them and promoting critical thinking. We feel it's really important for them to maintain connection and to maintain connection with each other and with adults. The other approach that we take with Girls Circle that girls love is it's really about them. It's not about an adult lecturing them about how they should think or feel or what they should do or how they should behave. Giving them voice and empowering them to come up with their own answers and decisions. Always taking the strength-based approach. Believing in them and believing they're capable and confident in coming up with their own answers and facilitating a support group environment where they support each other through their behavior and the choices that they make. Again, we blend the left brain and the right brain activities. Build on individual and collective strengths. All of this counters trends toward self-doubt and decreases a sense of isolation. They feel they're alone and no one else has experienced this, I'm all alone. But those relationships and finding they're not alone is important and strengthens their abilities to make healthy choice.

The next slide. We know the majority of girls who come into the juvenile justice systems are victims themselves. They're victims of sexual abuse, and physical abuse. That's one of the main pathways to delinquency. So moving into the next slide, slide number nine, we -- our organization recognizes trauma is the main pathway and we realize girls become delinquent with their bond to society has been weak or broken. If they're being abused by a mother, father or some other adult in their life it will break the bond for them. Then they go out and seek safe relationships. Again, looking for that connection. Looking for safe

relationships where they can connect. Peers are the primary means which they validate their social growth. Personal growth. They want to be accepted by their peers. So what the Girls Circle model does is brings them together in a healthy format as opposed to being out there in the world where they're, you know, subject to kids that may or may not be a good influence on them. It is bringing them together in circle and creating a healthy environment to talk about gender-relevant issues and things going on in their lives. What happens we see all over the nation when Girls Circle is employed in the juvenile justice settings it increases the support they feel in their lives. They feel connected. It translates into better emotional health for the girls. So consistently we hear when Girls Circle is employed in juvenile justice settings there is less acting out. Less conflict. Fewer incidences as they get their emotional needs met in group and through connecting with adults and other peers. OK. Moving on let's go ahead and you'll see we have some remarks here from what girls say about Girls Circle.

If you look on slide 11, I'll let you read those on your own. These comments came out of California youth authority. Imprisoned girls who are re-offending girls in the system and there from one to three years. I'll just go ahead and let you read those comments. OK. Moving on to the next slide just a little bit about our research and I'll wrap it up. I don't see the research slides on mine. Do you have those -- slide number 13 we did conduct three rounds of research in prevention and intervention settings across the U.S. and slide number 14 shows the outcomes. We showed only after experiencing group once a week for an hour and a half or two hours for a period of ten weeks we had significant increases in girls self-efficacy which we're really the most proud of. That's the belief that you're in

charge of your life and what you do today influences the outcomes tomorrow. The belief in oneself to manage and control their life and situations. We have significant increases in body image which we know is a huge risk factor for girls if they have low body image in terms of mental health, in terms of bodily injury, self-harm. And also in social connections. That they definitely felt a stronger sense of social connection. The girls in the court system had greater gains in social connections when we did the study on those girls.

All right. So our last slide is just strategies vital to girls' development. Strategies that we employ in the Girls Circle model. Slide 15 shows -- looks like a slides are a little different order but you can receive technical assistance through the Office of justice for the Girls Circle training. Information on our website. And thank you so much for giving me the opportunity to present.

LISA KING: Thank you. Our next presenter is Paula Schaefer.

PAULA SCHAEFER: I want to thank Lisa for inviting me to be a part of this. What I do. The first slide. I work with state, county and private agencies in the juvenile justice system to transform their services to girls and get folks to implement and maintain female services for healthier women, girls and communities. I was delighted when I heard about this webcast focusing on the use of circles to assist girls in the juvenile justice system. I think it's such an amazing way to really help girls and their families and the communities. Giovanna talked about her work and the work of Girls Circle Association and Louise will talk about how she's using restorative justice measures to truly help girls and families. The

next slide talking circles as we know them for peacekeeping circles are being used widely in the juvenile justice system both community and residential-based services for both boys and girls. I'm here to talk about them for use of girls in particular today. The way in which I use talking circles in my work offering technical assistance training and consultation for service providers is that I will use circle process with administrative teams, staff and administrative and staff teams. Purpose is to get organizations grounded in their mission. What is it they say they do? Who do they provide the services for and how do they do it? I really get folks to really clarify, one, acknowledge what their mission is and clarify it and have everybody be on the same page so they can work toward achieving their mission.

The other thing I use circles with is to assess the organizational culture. So much of what we do in the service areas for kids in our juvenile justice system needs to begin with looking at ourselves first. How well are we doing together in terms of an organization, how healthy is our culture? I get folks to begin to look at that process. That's not easy. Then I use circle processes as a way to address bias of any kind. We'll talk a little bit about that. We know our system is -- I don't want to use the word rich. That's not a good word but we have a good bit of bias. I use circle as a safe way to name bias and then begin to process to determine how to overcome that. I use circle process to help staff see it as a way to build healthy staff teams. Again, if staff are healthy and working together well, they'll see that reflected in the girls they work with. I use talking circles -- I do focus groups with girls. When I go into an agency or facility to provide training and technical assistance on girls I ask if I can meet with the girls first. They are the best experts on what works or doesn't work for girls in the system.

So I have the privilege and honor to sit with girls all over the country in a variety of settings and communities and ask them what they want me to tell staff, what they want staff to know. What they think staff should know about working with girls. I oftentimes ask them if they were in charge of the system what is the first thing they would change in order to provide better services for girls. And girls, of course, are more than willing to give their opinions and feedback when we ask them in a respectful way. I use them to engage girls in the process. I will do circles with staff and girls to again role model it as a meaningful way for staff and girls to see each other in more positive ways. Oftentimes staff -- we'll talk a little more about that -- don't think that girls will want to be respectful or give feedback in a good way. Girls oftentimes don't see staff as people who are willing to listen to them.

When we sit in circle together staff get to see girls in a whole new way, a very positive ways and girls get to see the same from staff. Staff really do care about them. I use talking circles for healthy conflict resolution. When I go into an organization especially if I get to work with them over time we talk about the difficulty in change and the impact of change on the adults and how best to begin managing change and understand that it's healthy and normal to be stressed by it, etc. I use talking circles and encourage programs to use talking circles as a way to promote community wellness. I ask programs whether they are community agency, probation unit or social service agency or a juvenile detention center or long term residential facility to see themselves as a community. And that their goal ought to be about community wellness and that the community is healthy.

Next slide. There is a leader in the nation on restorative justice and many people have heard of the barge project balance and restorative justice. Gordon said at a conference that everything we do in juvenile justice must be value driven. It makes so much sense to me.

Next slide. This is why. Our values absolutely determine how girls are treated in the system. One of the things I challenge myself and other providers, administrators, funders, policymakers to do is examine our individual values about who these girls are and really work as whatever our agency or service area to really examine the values of the organization. Really take a look at how do we see these girls? In my travels around the country I'm quite concerned about the negativity toward girls and how biased about who they are from a gender standpoint, a racial or ethnic standpoint and this notion about we have so many more violent girls. Now we see the hype in the media about violent and dangerous girls and people are -- there is conferences on it and books and things like that. But those girls who are committing serious, violent acts are still a very small percentage. I'm really concerned about this new mythology that we're creating about all the violent girls out there. If we see all our girls that come into the system as violence and dangerous it gives us free reign to treat them in a power and control base which I think our juvenile justice system does with kids. I'm quite concerned about that. I ask people to examine their own personal values they work with and the organizational values.

We are hearing so much more about strength-based services, restorative justice has always promoted strength-based services for girls, boys and families and my challenge to

our system is, can we really see girls, the girls, the most difficult girls, the most troubled behaviorally and emotionally and the most compliant girls, can we see them as capable and competent? Can we see them as possessing wisdom and as leaders? We see them as incredibly resilient? Can we see them as their own best experts on their own lives? It's really difficult in a system that -- whether it's intentional or not. We're fairly arrogant about us being the professionals. Us knowing the most about these families and kids' needs and issues and mental health issues and what's the best plan in terms of intervention, etc., etc. Really, it's one of the reasons I love restorative justice and the work Giovanna and Beth are doing. Their whole philosophy is these girls have their own wisdom inside. We need to pull it from them and help them facilitate their own decision making which I think is really good. Our challenge as adults when it comes to circle process and actually individually when we interact with girls or in groups or whatever settings, I think our biggest challenge as adults is to listen to girls without judging what they're telling us, assigning motivation for what they're telling us, questioning the authenticity of their words.

Determining credibility. Oftentimes when we have kids in groups or in circle, circle not so much because it's more difficult. We determine who are the good kids and who are the not so good kids. The kids who are the good kids we assign more credibility and tend to listen to them a little more than we would the kids that we would deem bad girls. So I'm asking staff and adults to really listen without assigning credibility. I'm asking us to listen to girls without feeling the need to defend ourselves. Girls will tell us things about ourselves or our organization or agency or facility that we don't want to hear and sometimes our first response as human beings is we need to defend ourselves and say that what they're

telling us is not true. Can we listen to girls without thinking we have to agree or disagree? It talks a lot about having people tell their stories in a way that lets them tell it whatever way they have to without us trying to figure out whether we need to fix it in some way or agree or disagree. When girls are angry or hurt or fearful and talk to us about that and it involves us or doesn't and we just let them talk and can we listen to them without the need to fix their hurt, anger or fear, certainly we want to support them and help them but sometimes we're too quick to rush in to try to take care of it rather than allowing them their feelings and their process for working through that.

Next. What circles can do. Talking circles and peacekeeping circles can do. It gives girls and staff opportunities to hear from each other in respectful and safe ways. Giovanna talked a lot about safety. It's one of our goals when we talk about female responsive services is that we have to be intentional about creating and maintaining safety for our girls. Emotional safety, physical safety and cultural safety. Culture being race, ethnicity, sexual orientation, culture survival. Religious and spiritual safety. Our systems really don't think about it in that way and don't talk about it and we need to do more of that. We can create community that social connectedness through relationship building and circles really allow us a safe way to build relationships. Circles can be a place where we can address or talk about a safe way, any subject, any topic, any issue. There is many programs that I go into and kids will talk about feeling like staff are racist. That's a real hot button issue. We sit in circle and allow kids to opportunity, girls and staff to talk about what does that mean if kids feel like there is racism or other kinds of bias for them? We ought to be able to do that. Circle allows us that safety. Many of our girls are hurting from their own

experiences and their own trauma in their life and grief and loss issues. Circles can be a place of healing for them. Opportunities to get support and talk about whatever the tough things that have happened to them that their life. Circles can create clear and more accurate picture of girls' stories, their family stories, their community stories so we can better support them in what they need to do and want to do to move forward. They can provide absolutely for more creative and effective problem solving and truly they can help us collaborate, partner, if you will, in much more meaningful ways with girls, families and staff. Circle process, everyone, is equal. There is not the professionals who are higher above the families and kids. Everyone has equal say and equal value within the circle. Also, girls, it allows empowerment of girls and adults because it does give them voice and it allows them to feel a sense of belonging which is really important.

Next slide. How we can sustain restorative treatment communities and whether you're a community-based organization or residential I would like us to restore our services to treatment. All members of the community feel a sense of belonging. When people are disconnected is when they're most at risk to harm themselves or act out on others. When we have restorative treatment communities we have shared values and goals where we're all working together to achieve those goals. There is healthy conflict resolution for the purpose of community wellness and if our whole goal in juvenile justice was about community wellness, how would our systems change, that comes to us from the positive youth development model programs, circle process and other restorative measures are integrated and that's how we can create healthy communities. When we talk about kids in the system, girls in the system. How can we connect girls with the community? How can

we bring the community into our services to work with us and help support girls? Systems folks, non-systems folks, paid community members, non-paid community members for our girls and their families to connect with and how can we allow girls opportunities to be a part of the community in healthy, safe and legal ways. That's what restorative treatment communities can do for us. Next. I want to thank you for this opportunity. There is my contact information. And I think I'm finished at this point.

LISA KING: OK. We have our last presenter, Louise Wolfgramm.

LOUISE WOLFGRAMM: Hello, everyone. I'm Louise Wolfgramm the president of amicus, which is a non-profit organization that was organized in 1967 in Minneapolis, Minnesota. The word amicus means friend in Latin and our work is -- has involved working with men and women offenders who are incarcerated in state felony institutions. In the year 2000 amicus expanded its target service population to include juvenile offenders and that was in large part because we were asked to by the Department of Corrections. Paula Schaefer was at that time working for the Department of Corrections in planning for juvenile females and was looking for a home for juvenile females who were committed to the commissioner of corrections. We talked about the core values that amicus has held dear for many, many years. These are generated by our board and they include caring, that means developing a relationship with somebody over a period of time and showing consistency and caring. Respect. Knowing that everybody benefits from having respectful relationships with each other and that there is -- that no good ever comes from a disrespectful relationship.

Thirdly, knowing that responsibility is mutual. That we all have responsibility to ourselves and our families and our communities. And that amicus participants need to embody that responsibility as well. Community. Amicus is founded on the idea that the community needs to be involved in all correctional practices and all of our programs are community driven. We do believe in transformation. That it is possible and that's what we're in business to help happen. We were really very honored to be asked by the Department of corrections to get involved with their girls and we have been working with them, as I said, since the year 2000. Much of what we know about working with girls flows from what we've learned with working with Paula. So this is kind of a nice flow to have her talk about what she taught us and we tried to incorporate her values and her theories into the programs that we've done with girls in Minnesota.

Our mission is to partner with inmates, ex offenders and juvenile offenders and communities to build stronger lives and communities. Our boards' vision for amicus is whether we're working with adult or juvenile offenders we want to bring offenders into positive human connection so that they may experience a sense of belonging. We want to educate and encourage communities to be welcoming and supportive. So as we do our work, those are the two objectives that we keep in mind all the time. As I said, we began our girls' programming in the year 2000 with support from the Minnesota Department of Corrections and the Minnesota Department of Public Safety who gave us a four-year grant using community crime prevention funds. And in three years later we expanded our program not only working with girls that were committed to the commissioner of corrections but also working with girls at a county level that were add medium or high risk

of being sent out of home to placement. The elements of both of our programs are girls group, girls group is foundational to what we do. It's a psycho educational group. Circles to bring girls into positive. Supportive connection with the people who are -- have been important to them in their past, who are important to them in their present and also will be important to them in the future. And also to have available to them one-on-one counseling for their own specific trauma needs. The people who are stakeholders in this programming and stakeholders are people who benefit or suffer because of what we do, are the girls, their families, their communities, including their victims, and the professionals who are involved with them.

Next slide. The girls that we work with have been described by other speakers. They are girls with serious and chronic problems that get them involved with probation and out of home placement. They're victims of physical, emotional and sexual abuse. They often are substance abusers. Many have mental health issues on multiple medications. Are having difficulty in school. And have long term involvement in corrections and social services and many out of home placements in the case of the girls we work with who are state commits. Their families have been described as well, some of them have these characteristics, single or absent parents, involved in drug abuse, domestic violence and sexual abuse, poverty, poor communication and desperate for something different. And they are also characterized by outstanding grandmas who become sometimes the -- that supportive individual that Giovanna was talking about that's so important in protecting our children.

The communities that we work with include the people who are professionals in the girls' lives. Their victims. People who are former connections including teachers, former foster parents, neighbors, friends, extended family. Peers and mentors. As I said, the grief and trauma groups that we do which we call girls group are foundational to our work. This is something that we discovered in the first four years of our work with these girls, that unless they are understood and understand themselves for the victimization that they've experienced, then it is going to be hard for them to work on their relationships in a positive way with others. The grief and trauma groups meet on a weekly basis. Sometimes we segregate groups by age with younger girls 13 to 15, maybe meeting together and 16 to 19 meeting together. Sometimes we segregate them according to the level of trauma that they've experienced in their life. They meet weekly. They are educational and therapeutic. They are supplemental to the one-to-one counseling. They don't provide the counseling and they remain flexible with a changing curriculum.

The first several weeks of attendance in a group usually is critical to the girls building of the girls' trust with the staff that are running the group. And we found that it is hard to really do assessments with girls as we bring them into group in the beginning, that it takes somewhere between five to eight weeks for them to get a feeling of safety so that they are willing to even think about disclosing the things that have happened to them or even to recognize that some of the things that they have experienced in their life are not normal or are harmful to them. The topics that are included in group including grief and trauma abuse, abandonment and neglect, self-injurious behavior. Running away. The PTSD theory. Self-esteem. Victim empathy. Teenage motherhood and conflict resolution. And

many other things that the girls bring up that they need or want to talk about. Now, parallel to doing the groups, we also begin developing a relationship with a girl one-on-one and talking to her about her restorative justice needs.

We talk to her about what happened that brought her to the juvenile justice system from her perspective. And who has been important in her life and supportive of her and who has she had difficulty in relating to and that is also important to her in her life and we talk to her about the purpose of our programming and our relationship with her is to help her to negotiate these relationships better and to understand other peoples' perspectives as well as her own. And we do that, we tell her, by creating a circle around her with people that she chooses that are important to her with whom she would like to build a better relationship. And so the girl names off her parents and her siblings, usually. Extended family members. Sometimes friends, sometimes boyfriends. And numerous other people that may be important to her. Sometimes girls stumped by this question. They don't feel there is anybody that they say they have a supportive relationship with or imagine having a supportive relationship with. But as they think about it more they usually can come up with a list that gives us a place to start. And then as we begin making phone calls to these people, and inviting them into circle with the girl, they can often lead us to other people that she might have forgotten about or overlooked and who might have an interest in being supportive to her.

We start out the circle process with an establishing circle. This takes place in the girl's home community. Whether the girl is on probation or whether she has been sent away to

a group home or residential treatment center, she is transported back to her home community where most of these people live to have the circle in a place that is selected because of its neutrality and sense of safety. Sometimes it would be a library or a recreational center or a church or a place that everybody agrees that everybody would be comfortable in. The establishing circle is an opportunity for everybody to sit around and hear from everybody else a little bit about what they think happened that brought this girl into out of home placement or into the juvenile justice system. And they also contribute their ideas about what they think might need to happen either in the community or with the girl in order to strengthen the community and/or strengthen the girl to come back to a safer, more positive place when she does return. And then we go on from there to having other circles over time, sometimes it's just with the family. When the girl is in out of home placement we have transition circles.

At the transition circle we try to have at least three members of the community in addition to family members. They might be teachers, former foster parents, friends, neighbors, social workers, whomever to talk about how this transition can be made more smoothly. And to grapple with some of the difficult issues around transition that sometimes it's not clear where the girl will reside when she's returned to her community. Whether it will be with mom, dad, grandma, aunt. Those things have to be sorted out and often there are strong feelings about it and they never get talked about. This gives everybody a chance to think that through and try to come to consensus on what should happen. Emergency or crisis circles happen. This can happen at any point. Whether the girl is out of placement or whether she's at home. Again we have celebration circles which are just to say, you know,

we've worked hard. We've learned, we've grown, we appreciate each other's efforts. Victim offender circles are extremely important for the girls as well as for the victims. Sometimes the girls are the victims and we have done circles in which the girl has said to us, you know, I need to do a circle with the person who abused me or the person who harmed me in some way in order for me to tell them how that hurt me and to let them know that I would like them to apologize or to if some other way acknowledge the harm that was done. We're very, very careful about when and if we do these circles. Sometimes the outcomes people want from these circles are not realistic. They might not happen and we don't want to set people up to be further harmed.

We do, when possible, have victim offender circles in which the girl is the offender. These are hard to establish because often there isn't an obvious victim. Sometimes it's -- the victim is a member of their family. Maybe it's the girl herself. And then sometimes there are restraining orders imposed by the court and it is not possible, in that case, to even contact the victim. When it is possible we've found that having these victim offender circles can be a great relief to the girl to have the opportunity to listen to her victim and then to express her own apologies. Of course, there is a lot of -- there is a lot of preparation that has to go into that. In summary, the circles of support provide a safe place to discuss emotional and practical issues, to support the girl through her transitions. Participants in the circle are chosen by the girl. Agreements and commitments are made in writing and people are held accountable to those. Sometimes an agreement can be from an example an uncle I remember said I guess I haven't been that involved with your life and I've never told you how much I care about you but I do and I'm going to make a commitment to write

you a letter once a month. That kind of thing. And again as I said it's very important that these circles take place in the home community because that is where the girl is going to be returning to and it makes it possible for more of her supports to be there. Also it's very respectful of those people to say we'll come to you, this is the girls' home. So when you roll up your sleeves and work with girls in this way, we found that there are four things that happen or four operating principles that we've discovered in this work. That is that every person has a story. As we gather people into the circle, in an establishing circle, we hear a story from every single individual that comes, whether it's a professional in the girl's life or mother, dad, brother.

People have their own perspective on what has happened that has affected them in a particular and unique way. And often people don't think about that. They don't think about how circumstances affect other people. They think about how it's affected them.

Sometimes it takes people up short. Not just the girl but the rest of the family, to hear what somebody else has experienced. Living through the same circumstances that they have.

There often are a lot of tears in these circles. A lot of apologies from mothers to daughters about not having been a good enough mother or from fathers who feel that they have been neglectful and these exchanges between family members can be extremely meaningful to the girl as she goes back and thinks about what she wants to do in the future in relationship to her family.

LISA KING: We have about one minute left and then questions.

LOUISE WOLFGRAMM: OK. We're very clear that our role is to clear the path that we're not here to solve problems for the families. We do believe that the girls have great resources within themselves to think through what is best for them. And if they are given an opportunity to do that, they do often make good decisions. Sometimes bad. But then they have to learn from them. Pick themselves up and we'll support them through that. We understand their lives are messy. That this doesn't make life perfect for them and probably the best thing we can do for them is to help them gain some self-awareness and self-advocacy skills and learn to develop relationships between themselves and the other people who are important in their lives in a way that will protect them in the future. Things don't always go as we hope but we do believe that it is our role to continue to provide hope and I refer you to the last slide which has a couple of quotes. Hope is not the conviction that something will turn out well but the certainty that something makes sense regardless of how it turns out. So it's doing the right thing and following your heart and as someone said, hope is the realization that it's never over. Thank you.

LISA KING: Well, I want to thank all of our speakers, all their presentations were excellent. We're going to move right into the questions.

NICHOLAS: I would like to extend another big thank you to all of our presenters. Again my name is Nicholas and I'll be conducting the question segment of this webcast. You can still submit questions, however, there is a strong possibility we will not respond to every inquiry. In this case we'll email you after the presentation. I would like to begin with the

following question to any panelist from Ms. Douglas. What are the elements of juvenile justice?

PAULA SCHAEFER: I'll start with that. This is Paula. What our original intent when Juvenile Court was created over 100 years ago was to rehabilitate kids in the system. The value was these were not mini adults, they were children and developmentally we needed to provide parenting and rehabilitation. Many of us are concerned that we've got way away from that. The things that we hope that you take away from this webcast is a way that we can get back to true rehabilitation of our kids in the system.

NICHOLAS: Thank you. To our panelist. We ask you keep your response to a minute or so in the interest of time. Our next question is from Kathy. This is directed to Margaret Zahn. What do you consider to be the top three areas where there is a research lag?

MARGARET ZAHN: Wow, the top three. One of them is probably the process by which girls move from delinquent behavior into the system. What are the factors that propel them to be arrested and put in the system? That's one imagine or research question that is not answered at this time. Another major research question is in terms of girls who experience sexual assault and/or physical maltreatment the ones who are resilient do that and do not become delinquent. What are the factors that are protective? A caring adult is one, but what are the factors that can be protective and make for resilience in girls who are otherwise put in very adverse situations? Third, I guess what are some of the social

policies such as zero tolerance policies that have propelled increases in arrests for juvenile girls? Those would be three I would like to suggest.

NICHOLAS: Thank you. Our next question comes from Stephanie and this is directed to Giovanna. Please share widely with folks your work on obesity issues.

GIOVANNA TAORMINA: We have a program that's an eight-week program called body image that addresses a lot of the elements and issues that girls deal with in terms of their body image. For example, we have a couple weeks that have them really pay close attention to the kinds of messages they get about their bodies. The kinds of messages girls and women get about their bodies in our society. They start examining their own messages, their own internal messages around their bodies and doing work around that. Then begin to work through a process where they accept and affirm their own bodies. Use their bodies as a means of expression and see themselves as sort of a whole body/whole person. So it's -- it's an eight-week program. In terms of bullying, that's relational aggression is one of the key issues that's happening out there. What girls generally are socialized to not show their feelings and take their feelings out in other ways, other relational ways instead of saying I'm mad at you, what will they do? They'll leave a girl out. May bully the girl in some other ways and not be direct. One of the things a lot of our curriculum addresses is identifying their feelings and being able to communicate those. Be assertive and get the message that it's OK to say how you feel and to communicate one-on-one with other girls to really address those issues. So a lot of the relational aggression issues that come up with schools in many settings where girls are are really sort of

alleviated and managed when girls can come in circle together and talk about those issues.

NICHOLAS: Thank you. Our other question comes from Sandra. This is directed to Paula Schaefer. Can you describe how cultural in particular racial, ethnic or new immigrant issues are addressed in the talking circles?

PAULA SCHAEFER: That's a good question. I think what it does is it brings people together if it's used -- I'm not aware of that many programs that are really being intentional about our immigrant families that are coming into their communities and that end up in the juvenile justice system. I think what it does, even if there are some language barriers, by virtue of physically sitting in a circle in that way and beginning the process to talk about commonalities versus differences is the place to begin with people from different cultures. And to talk about ways that people can express their own experiences. So that other folks in the circle can hear firsthand what it's like for individual people coming into a new culture, a new community. I think that increases awareness and understanding and connection. For people from various backgrounds.

NICHOLAS: Thank you. Our next question comes from Rama Delany. Her question is directed to Louise Wolfgramm. Please specify the type of counseling that is strictly mental health.

LOUISE WOLFGRAMM: We have a trauma counselor who is trained to work with girls who have experienced grief and trauma. And usually our counselors are very experienced in working with victims of sexual assault and violent crimes. And the counseling is one-on-one and it is very much directed by the girl's need to talk and for someone to listen to her and be supportive.

NICHOLAS: Thank you. Our next question comes from Wealthy Jordan to you, Louise. Do you have a program description that you can send out?

LOUISE WOLFGRAMM: Yes, there is a report on our girls program for state commit girls on our website. That is amicus.usa.org and the name of the report is from corrections to connections.

LISA KING: You may want to spell Amicus.

LOUISE WOLFGRAMM: AMICUS.

NICHOLAS: Our next question is -- this is directed to any panelist. What does Office of Juvenile Justice and Delinquency Prevention do?

PAULA SCHAEFER: Our whole juvenile justice system is based on control and containment of the kids in it and it's not effective. It goes against everything you've heard us talk about. There are a lot of good reports out there that talk about what we need to do differently from girls and one of them that I would refer our listeners to is our -- the new report by the Casey foundation that can be found at WWW.AECF.org and the report is

called attention reform in girls, challenges and solution. It is about systems reform and girls' experience in the system and what we should be doing differently. I think that may answer the caller's questions. It is a good report for any of us that have anything to do with girls in the juvenile justice system.

LOUISE WOLFGRAMM: I think J.J. is trying hard to get some evidence-based or research-based findings into the system so that it really becomes more effective and more helpful and so I think their work toward evidence-based practices is a push to make it a better system.

UNIDENTIFIED SPEAKER: What we want to do with that is look at where other states practice philosophy and concepts come from and I will respectfully challenge it doesn't take in, at this point in time. People are talking about it. Gender and culture and race and ethnicity. So we don't want to just do what we've done all along, male-designed research and theories and practice. We want to make sure in the models and concepts that we're being very intentional about race and gender as it relates to girls in the system as well so we don't perpetuate what we've done to girls all along.

NICHOLAS: Thank you. Our last question will come from Stephanie and this is directed to any speaker. Do you see the circles being used as a prevention as well?

LOUISE WOLFGRAMM: I can answer that a little bit and then I'll open it up to anybody else. Absolutely. In fact, if more circles were going on before kids got in any trouble I think

they would stay out of trouble. What's happening around the nation with the youth in general is -- things are happening. The violent things are happening in the schools with girls and boys mainly but even with girls because they don't have a place to voice what is going on with them. They don't have a place to talk about what is really going on in their lives and be supported. So when circles or safe places, kids need safe houses. They need places where they can go and feel safe, where they can be heard. Where they can be respected. And where they can belong. And once they have that social support and that community environment where they can be honest, authentic and talk about what is really going on in their lives and troubling them. Then it really -- it just creates a very fertile environment for emotional health and safety for them. Anybody else can chime in and add.

UNIDENTIFIED SPEAKER: I would add although we don't do circles of prevention per se we do have girls that participate in our circles and ask if they couldn't bring a friend who would like to have a circle for herself or sometimes when we just do girls' circles for any girl in our program to participate in, much like what Giovanna does, we find they want to bring other people who are in trouble. They want to reach out to other friends whether they're boys or girls and bring them into the circle because they feel it is a safe place. And that it is a place where they get uplifted and get some positive motivation. So I think we see circles being used in Minnesota in schools all over the place where the kids come in and say we need to have a circle. We have to talk about this before we have a fight.

UNIDENTIFIED SPEAKER: Exactly, right.

NICHOLAS: Thank you. Unfortunately this is all the time we have for questions. I would like to thank everyone who asked a question. Again, we will email anyone whose question was not received. We will now receive concluding comments from Lisa King.

LISA KING: Hi, everyone. Again on behalf of the Maternal and Child Health Bureau I want to thank all of our presenters and the audience for participating in the webcast today. I thought it was very, very interesting. And I would like to thank our contractor the Center for Advancement of Distance Education at the University of Illinois in Chicago for making this technology work so smoothly today. Today's webcast will be archived and available within a few days on the website at www.mchcom.com and sent out to all the registered participants. We encourage you again to let everybody know about your colleagues know about their website and as Nicholas mentioned, the email questions will be sent to the presenters, those that we weren't able to answer on the air today for their responses and then sent back to the person submitting the question. So thanks again and we look forward to your participation in future webcasts. Have a good afternoon.

UNIDENTIFIED SPEAKER: Thank you very much.

UNIDENTIFIED SPEAKER: Thank you.

UNIDENTIFIED SPEAKER: Thank you.

UNIDENTIFIED SPEAKER: Bye.