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# Transitions from Fast-to-Slow : Perceptions of Detained Youth

Executive Summary of the Preliminary Findings from the Youth Transitions  
Survey Instrument

by

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October 15, 2020

*A Project of the JTDC Foundation Funded by Project Safe Neighborhoods<sup>1</sup>*

# Abstract



*Solano County Juvenile Detention Facility in Fairfield, California*

All youth get mad. All youth eventually calm down. What can youth share with us that will assist them in effective transitions from angry to calm decision-making? The University of Chicago Crime Lab analyses of CBT<sup>2</sup> effectiveness with Chicago's African American youth revealed statistically significant positive results. Reverse engineering of the outcomes suggests that CBT seems to be positively influenced by a

youth's ability to change his/her emotional state. The ability to "stop and think" or to transition from fast/hot automatic thinking to slow/cool thinking is the key. To learn more about these transitions, we asked youth at the Solano County (CA) Juvenile Detention Facility how they calm down. The results were simultaneously enlightening and reaffirming.

# Transitions from Fast-to-Slow: Perceptions of Detained Youth

Carol Brooks MPA<sup>3</sup>, Pardeep Dosanjh<sup>4</sup>, Dean Farrah<sup>4</sup>, D. Sharon Grant<sup>5</sup>, and David Roush PhD<sup>3,4</sup>

## I. Introduction

Two evidence-based publications by the University of Chicago Crime Lab examine the outcomes from a randomized controlled trial (RCT) evaluation of the Cognitive Behavior Training (CBT) program implemented with high-risk, African American youth incarcerated in the Cook County Juvenile Temporary Detention Center (JTDC) as part of the US District Court-ordered reforms of conditions of confinement.<sup>6</sup> The data from youth assigned to CBT living units showed a statistically significant reduction in recidivism. Two separate reverse engineering projects pointed to the commonly used CBT tool of “stop and think” as a powerful active ingredient.

Youth who can calm down allow CBT principles to adhere sufficiently well enough to be used in the future. Getting to the “stop” part of “stop and think” means that youth need to “Flip the Switch” from fast/hot automatic thinking to slow/cool decision-making. De-escalation likely precedes the acquisition of new cognitive or self-talk skills. If not, de-escalation or the ability to calm fast/hot emotions still

remains a very important skill for adults in order to minimize youth conflicts and to maximize perceptions of safety. To make better use of these findings, more investigation was required<sup>7</sup>.

An increasingly understandable explanation of how our brains work depicts two systems for making decisions.<sup>8</sup> One is a fast/hot system where our minds seem to speed instinctively through everyday decision-making almost automatically. Some fast/hot system responses are so unconsciously powerful and emotional that they can disable thinking. The fast/hot system is fueled many times by anger or fear or a primal survival response. The other is the slow/cool system characterized by a calm and more conscious state of mind that is rational, thoughtful, deliberate, and capable of making complex decisions.

How do youth transition from fast/hot to slow/cool? Most of what we know about youth transitions comes from discussions among adults that synthesize research findings and direct experiences. We need a systematic collection of information from youth about how they transition from hot to cool.<sup>9</sup> The

purpose of this project is to learn from detained youth how their transitions from fast-to-slow and from slow-to-fast occur.

## A. Assumptions

Trusted adults want to help youth with this transition, and many receive training on de-escalation strategies. Our focus here is on detained youth and their transition strategies. We start with some general ideas about detained youth:

1. They are not as likely to transition from fast-to-slow as quickly or as effectively as non-juvenile-court-involved youth.
2. Learning about transitions for high-risk youth implies that some of these strategies will work with low-risk youth. That is, if we can identify what helps with the most challenging fast-to-slow transitions, these lessons might be equally if not more effective with other youth, i.e., juvenile probationers, youth in staff secure settings, foster care youth, alternative school youth, status offenders, public school students, etc.
3. Transition is a synonym for de-escalate (to decrease in intensity, magnitude, etc.). De-escalation is a core skill for youth and their supervising adults. This is particularly true for any fast/hot episode associated with harmful behaviors, regardless of where they occur. De-escalation applies to youth at home, at school, on the playground, in a group home, on probation, or in a secure juvenile confinement facility. Therefore, this project's findings could have widespread applicability.

## B. Survey development

Ron DeWald and Kim Nerheim from the US Attorney's Office in Chicago and Beth Ford from the Chicago Police Department (CPD) followed the US District Court-ordered reforms of the Cook County Juvenile Temporary Detention Center with great interest. They recognized the compelling need for

more information about a) how youth "Flip the Switch" or transition from fast/hot automatic thinking to slow/cool decision-making, b) the role of staff in the process, and c) some specific factors related to both the triggering and transition mechanisms. Additionally, the idea of collecting information from youth was appealing. Their support and encouragement led to Project Safe Neighborhood (PSN) funding through the CPD to the JTDC Foundation as the grantee for the development and testing of a transition survey instrument.

"The data from youth assigned to [Cognitive Behavioral Therapy] living units showed a statistically significant reduction in recidivism. Two separate reverse engineering projects pointed to the commonly used CBT tool of "stop and think" as a powerful active ingredient."

Our experiences discussing fast-to-slow transitions with detained youth indicated that nearly all youth immediately understand the fast/hot to slow/cool transition. This raised two questions: 1) What are the situations, circumstances, and events that trigger the fast/hot response? and 2) What are the factors that help youth transition from fast/hot back to slow/cool? As a result, the survey has two sections targeting youth-generated information. One part looks at triggering issues, and the other examines the process of transitioning. Within these two major categories, youth are asked to differentiate transition factors that occur inside the detention facility versus those outside the facility.

## C. Pilot test

Pilot testing occurred at the Solano County Juvenile Detention Facility Complex<sup>15</sup> hereafter referred to as SCJDF in Fairfield, CA. SCJDF is a 148-bed, dual-purpose facility housing pretrial and post-adjudication detainees in the detention building plus a post-dispositional residential treatment program (Challenge) housed in a separate, locked building. Solano County is in the process of implementing CBT 2.0,<sup>10</sup> and part of CBT 2.0 includes "Flipping the Switch®," a new concept for helping staff help youth calm down during difficult situations, i.e., helping youth transition from fast and hot thinking and emotions to slow and cool thinking and emotions.

Even though the main objective of the pilot testing was to identify any changes to the Transitions Survey and to capture and categorize youth generated information more effectively, the secondary benefit was a systematic use of the same questions with each of the youth in the pilot test sample. The pilot testing

of the Transitions Survey provides Solano County with important information for training and staff development by systematically collecting resident feedback and perceptions about how youth transition from fast-to-slow.

As described in the Project Safe Neighborhoods (PSN) evaluation report,<sup>11</sup> the survey has several qualities that make it easy to use with incarcerated youth. For example, the survey is short and takes about 15 minutes or less to administer. The survey is confidential; no names are taken, nor personal identifiers included. Instead, some demographic information is collected related to age, gender, ethnicity/race, living unit, and the youth's estimate of his/her length of stay. Each demographic might help explain even slightly different approaches to transitions, particularly when considering the differences associated with gender, adolescent development, and duration in the facility. Finally, the surveyor must be confident that the youth has experienced a fast-to-slow transition before proceeding with the survey.

SCJDF Superintendent Dean Farrah approved the pilot testing at SCJDF and assigned Supervising Group Counselor Pardeep Dosanjh to the project. Dosanjh runs the Challenge program and coordinates the semiannual administration of the Social Climate Scales as a part of the SCJDF quality assurance

## II. Preliminary findings

Ninety-seven percent (34 of 35) acknowledged using someone or something to aid their transition from fast/hot to slow/cool. The opportunities for a youth transition appear to be pervasive. SCJDF youth estimated the total number of fast/hot episodes at nearly 17 times per day or 120 per week. What then are the patterns among the most frequently identified transition aids? What are the implications for

### A. Who is in the sample? What does the sample look like and what are the differences? What proportion of youth in each demographic grouping identified a factor or factors that help the transition from fast-to-slow?

There were 35 juvenile offenders in the SCJDF sample. The average age was 17 (16.7); 89% were males; 63% were Black; and a youth-estimated average length of stay of 125 days. The youth approximated their incidences of fast/hot episodes at an average of 3.4 times per week.

programs that focus on resident perceptions of the institutional environment. Dosanjh and SCJDF Project Consultant Roush reviewed the Transitions Survey and the parameters of the interview. Dosanjh subsequently conducted 33 interviews and Roush conducted two (2) interviews for a total of 35 surveys.

Generalizations of these findings to other groups of youth need to be treated with great caution since the sample is small and applies to only one facility. We describe the sample demographics so that the readers may draw applicable comparisons with their groups of youth. We make no promises that the information from the pilot test will offer new insights. It is possible that the youth responses may only serve to validate with some empirical evidence many of the core assumptions of effective youth workers.

The simplicity of the survey lends itself to data collection at the individual facility level. By identifying an employee with interviewing/counseling skills, education, and training, an appropriate individual exists who can serve as the surveyor. The advantage of facility-based data collection is that results have benefit for the facility's program and staff development efforts while simultaneously adding to the total number of survey responses. A national youth database is needed for a better understanding of their transition processes.

program development and staff development (training) from these findings? Here is where the numbers reflect the perceived effectiveness, importance, and usefulness of a particular transition factor for detained youth.

The good news for staff is that SCJDF youth use more than one transitions factor. Only one (3%) of the 34 identified just one transition factor, but one youth identified 16 transition factors (mean = 8, median = 8, mode = 12; and range = 1-16). For SCJDF staff, there are on average eight transition strategies for

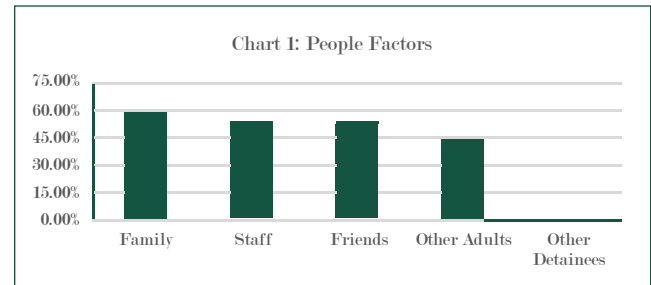
each youth that can be used to help them transition back to slow/cool. The challenge becomes identifying these multiple transition factors so that they can be used strategically with each youth. While we

routinely focus on commonalities, these findings also support an individualization of transition-oriented interventions.

## B. Who are the people in the youths' lives that help the transition process? What are the interpersonal relationships that are important to youth?

The "Family/Relatives" subcategory is an important source of good information about helping youth transition back to slow/cool. Twenty-one youth (61.76%) identified a family member or relative as a source of help in the transition process, but these 21 youth also identified 32 specific individuals, which averaged 1.5 individuals per youth.

51.4% of youth identified staff members 38 times as a source of help in the transition process. Youth who identified helping staff members named an average of two. This is also good news since it means that youth who look to staff to help them transition can identify more than one staff member who helps.



*The percentage of the 34 youth in the SCJDF sample that find transition help from thoughts of and/or interactions with different categories of people in their lives. Of the five categories, only "Other Detainees" and "Staff" reflect people in the facility. The category of "Other Adults" includes teachers, coaches, and mentors in the community.*

## C. What situations, conditions, circumstances, programs, or things help the transition process?

One of the affirming results for SCJDF can be seen in the 63% of youth who identified 48 specific program factors or an average of 2.2 program-specific tools that help them transition. The majority of youth in every demographic category and in every living unit rely upon SCJDF program factors to help their transitions.

The dominant responses were those activities and interventions related to CBT, social-emotional skills development, and behavior management programs. The SCJDF daily program factors that were most helpful diverted their focus from the triggering event to a program-related activity. Distracting attention, even momentarily, helps to reduce the power of the triggering event while simultaneously providing the youth an opportunity to slow down or ignore or practice self-calming skills.

Three groups of program-related factors emerged: a) distraction through programming activities, b) ignoring through social isolation, and c) ignoring through activity. The following are examples of responses that youth identified as helpful in transitions:

1. Distraction through program-specific factors (CBT and Thinking-4-Change, incentive room,

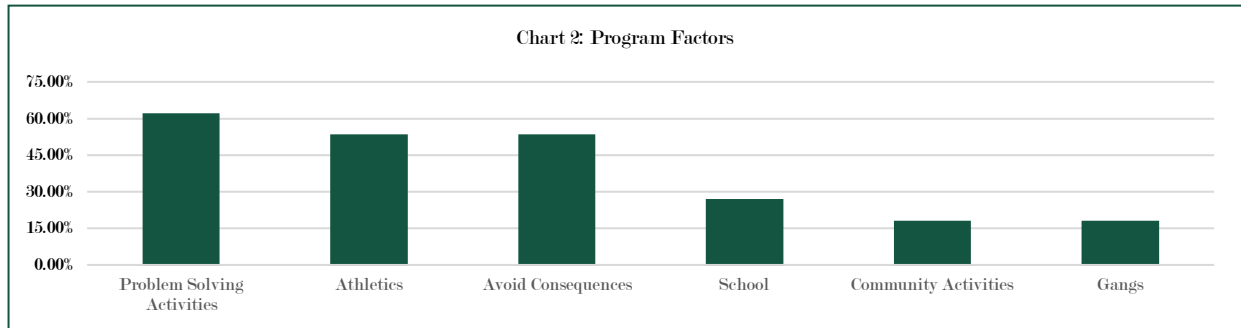
journaling, Restorative Justice, guest speaker who we can relate to, groups/check-ins, mental health counseling, pod plus party, staff who reason with me, keeping my level, point exchange, snacks, talk to someone);

2. Distraction through time away (walk away, listening to music, reading, playing video games, nap/sleep, being alone, and write letters);
3. Distraction through activity or keep moving (exercise, games & structured activities, going outside/fresh air, staying busy with someone else, talking on the phone, being with friends, punching something, and stress ball).

Some factors identified as helpful but not attributed directly to a particular program also included the elements of distraction, diversion, obscuring, ignoring, and escape/avoidance of the triggering stimulus. Again, the process of helping the youth shift focus from the triggering event to another activity seems to reduce the power of the triggering event while simultaneously providing the youth an opportunity to ignore, shift focus, or escape/avoid.

The "smoking weed" response, even though identified as effective for a few youth (8.6%), is a factor

incompatible with a juvenile justice intervention despite the information it conveys about the particular youth.



*The percentage of the 34 youth that find transition help from thoughts of and/or use of different structured activities related to organized events in their lives. Of the five categories, only "Problem-Solving Activities" and "Avoid Consequences" reflect program related factors within the facility. The link between the category of "Other Adults" from Chart 1 can be seen in the categories of "School," "Community Activities," and "Athletics." The "Gangs" category needs greater inquiry.*

#### D. When do fast/hot episodes occur? What are the triggers? When are they likely to occur? How frequently are they likely to occur?

What do youth identify as triggers or those events that initiate the fast/hot responses? Are there people or behaviors or things that happen just before the Fast/Hot System starts (activates, stimulates, initiates, triggers)? Do these triggers vary in frequency and intensity?

First, described below are youth perceptions of the most frequently occurring triggering factors:

1. Staff (upset with staff, being treated unfairly, favoritism, lack of communication with staff, new staff, and staff who disclose your personal issues or betray a personal confidence).
2. Disrespect (being disrespected, false accusations from other youth, and feeling ignored).
3. Loss of control ("sometimes I just wake up mad," things happening outside the facility, being rushed, being told to sit down, and being told what to do, getting told "no," annoying people, bad news, girl drama, lights on at night, separated from family, and things don't make sense).

We assumed that interactions with staff would be a primary source of triggering fast/hot episodes, and youth identified them as the most frequent. We have youth-generated evidence for revamping our staff development strategies. However, when youth were asked to rank order triggers, the following results suggest a slight rethinking of the role of staff.

Second, what did youth say were the top three things that initiated their fast/hot system? The intensity or power of the triggering events reveals a change in priorities:

1. Disrespect (being disrespected, people talking about your family, unwanted touching (non-sexual), bullying, and being ignored).
2. Loss of control (being locked up, being sent to room, being told what to do, getting told "no," no personal space, other youth, out of control things, and drama).
3. Staff (abuse of power, being yelled at, being treated unfairly, and false accusations).

Disrespect and loss of control could be more powerful sources of triggering fast/hot episodes than youth interactions with staff. Here is where the limitations of the pilot test open the door to speculative and risky implications for changing daily practices. However, we again have a youth-generated reason to believe that we need to re-examine the nature and extent of disrespect issues in our daily operations and staff development.

Third, youth mentioned seven (7) miscellaneous "other" triggering-related responses that included adrenaline rush, arguing, being set up for failure, being uncomfortable, going to jail, horseplay, and name-calling.

## E. Do the personal trigger events occur more often in confinement than before the youth was confined? If so, what are the factors that influence any differences?

Do youth believe that confinement has meant more or fewer incidents of fast/hot responses?

We assumed that a) the unique and potentially harmful aspects associated with incarceration would present more triggering stimuli and, therefore, initiate more fast/hot responses, or b) the order, structure, routine, and exposure to self-control strategies associated with a helpful environment might reduce the number of triggers as compared to life on the streets, hence, resulting in fewer initiations of the fast/hot responses. Two thirds (66%) of youth believed that fast/hot reactions occurred more frequently in the facility than at home. What are some of the reasons for these differences?

Youth described three categories of factors that increase the frequency of fast/hot incidents and make them more likely to occur in confinement than at home: a) isolation (being locked in and can't go outside of building, no options to leave, cannot play with daughter); b) separated from loved ones/family and feeling forgotten; and c) the institutional environment (cannot do what I want, forced to deal

with people, limited way to handle hot situation, being in a potentially hostile place, boredom/monotony, and being angry for being locked up).

Youth described several patterns of response that helped them stay in the slow/cool system, resulting in fewer fast/hot incidents while at SCJDF as compared to home: a) fewer stressors (fewer stressful situations, fewer things going in personal life, time away from the many intense situations on the outside, not getting high so not getting mad in here, and peers are more disrespectful outside the facility); b) new skills (better social skills, learn how to cope with situations, and thinking clearer in here); and c) a sense of belonging (staff treat me like family). The findings affirm the recommendations from the 2014 *Desktop Guide to Quality Practice for Working with Youth in Confinement*<sup>12</sup> that the stabilizing elements of a good facility are fewer stressors, teaching youth new social skills, and treating youth like family.

*"The findings affirm the recommendations... that the stabilizing elements of a good facility are fewer stressors, teaching youth new social skills, and treating youth like family."*

## F. How well do these transition aids work? Which ones are the most effective?

Youth identified these as particularly helpful in transitions: a) distraction through activity (music, playing video games, talking to girlfriend, talking to someone, church to find peace, playing basketball, poetry, punch something, take a deep breath, think about something else, and trying to think positively); b) diversion through interactions with family (talking to mom, talk to nephew/cousin, playing with brother, spending time with loved ones, talking with family, talking to father, grandma, and sister); and c) ignoring through being alone (alone/sit/relax, meditation, sleeping, take a shower, and walk away). Digging deeper into these data means conducting an analysis that goes beyond simply counting the number

of times a category or subcategory was identified. For example, 60% of SCJDF youth rely on direct or indirect "Family/Relatives" interaction to aid in the transition back to slow/cool. SCJDF staff can now be confident that the youth's connections to these individuals are important tools in the transition process. However, it is even more important to know who these individuals are in the lives of youth. For SCJDF youth, "talking to mom" is the most frequently identified family member, not a majority but a clear plurality.



### III. Summary

All best practices programs place a priority on the ability of institutional staff to help youth de-escalate, calm down, and regain composure. Current anecdotal evidence and empirical evaluation data from the University of Chicago Crime Lab show that when youth Flip the Switch from fast/hot to slow/cool, they use affect regulation or self-control to stop acting-out, out-of-control, aggressive, violent, and dangerous behaviors. For the effective practitioner, this survey concept and its preliminary findings tend to confirm our assumptions about de-escalation and validate our prior experiences with juvenile offenders. However, not all jurisdictions, institutions, or practitioners share this perspective. Focusing first on emotions often seems antithetical to their adult model of juvenile detention.

Several noteworthy findings include:

1. Youth involvement and opinions are valuable resources. Transitions from fast/hot automatic thinking to slow/cool thinking do not occur in a vacuum. A systematic collection of youth-generated information provides insights about improved staff training strategies and recalibrated program practices.
2. Youth characterized the leading transition factors as distractions, diversions, and escapes from a continued focus on the triggering event. Distracting attention, even momentarily, seems to reduce the power of the triggering event while simultaneously providing an opportunity to slow down or ignore or practice self-calming skills. The power of “stop and think” is affirmed.
3. The opportunities for staff to help youth with a transition appear to be as many as 17 times per

*“Current anecdotal evidence and empirical evaluation data from the University of Chicago Crime Lab show that when youth Flip the Switch from fast/hot to slow/cool, they use affect regulation or self-control to stop acting-out, out-of-control, aggressive, violent, and dangerous behaviors.”*

day or 120 per week. No information was collected from youth about how these incidents were resolved. Some may have been associated with acting-out behaviors that required staff intervention. Others may have been experienced by youth independent of staff. Others may have been a combination of both. Frequent episodes requiring some form of de-escalation occur daily, and the numbers justify the inclusion of these youth-generated transition data into staff development programs.

4. Nearly all youth (97%) acknowledged using someone or something to aid their transition from fast/hot to slow/cool.
5. Family and relatives are an important source of good information about helping youth transition back to slow/cool.
6. Staff are important in the transition process. Over half (51.4%) of youth identified more than one staff member as a source of help in the transition process.
7. Programs and program materials are valuable aids. Approximately 63% of youth could identify an average of two program-specific tools that help them transition.
8. Re-examining respect. Regarding what triggers a fast/hot episode, the most frequently occurring triggering factors were staff, disrespect, and loss of control. However, when asked to rate the triggering events that have the greatest intensity or power, a change in order emerged to disrespect, loss of control, and staff.

#### A. Youth perceptions and program evaluations

*The purpose of evaluation is to improve, not prove. - D.L. Stufflebeam<sup>13</sup>*

Here is a game changing distinction. An essential element of program evaluation is the measurement, analysis, and interpretation of how youth perceive adult-conceived programs, interventions, and their environmental contexts.<sup>14</sup> Collecting information

from in-custody youth can be controversial, especially given the history of these practices. The Transitions Survey Pilot Testing Report details the assessment safeguards, and most facilities have a policy and procedure for conducting human subjects research.

However, the present discussion is not about research on transition strategies. We offer no hypotheses, no conjectures, no null hypotheses, nothing that requires sophisticated multivariate analyses, and no theoretical distinctions to be tested. The more information we gather, the greater the likelihood that multiple research hypotheses will someday emerge to motivate and guide future inquiry.

The findings are intended to help increase the effectiveness of existing de-escalation strategies. An old BASF commercial stated, "We don't make a lot of the products you buy. We make a lot of the products you buy better." Stufflebeam stresses that research

## B. COVID-19 Postscript

The findings have COVID-19 implications. An unintended consequence of the COVID-19 pandemic is the altering of daily practices to minimize social contact as a means of inhibiting the youth-to-youth, youth-to-staff, staff-to-youth, and staff-to-staff transmission of the virus. Social distancing means that the technique of proximity (a staff member's deliberate movement closer to youth exhibiting the onset of the fast/hot response system) requires rethinking. The COVID-19 challenge is how to de-escalate, problem-solve, and maintain a calm and cool living unit while eliminating the need for hands-on,

and evaluation are not one-in-the-same, even though characterized by similar features that center on the shared objective of answering a question, albeit a distinctly different question. The purpose of evaluation is to improve an existing program for the target population, while research is intended to prove a theory or hypothesis. Although both use similar data collection and analysis methods, the two disciplines diverge again during use and dissemination. The evaluator's ability to understand how context and unexpected responses apply to the improvement of existing programs distinguishes him/her from the researcher.

physical restraints. In this regard, increased knowledge and understanding of how youth calm down can help staff resolve problems while maintaining social distancing.

Uncertainty exists when trying to define the "new normal" for post-pandemic operations. However, the lessons from the COVID-19 experience will likely change the way that secure confinement occurs. In all situations, the ability to "Flip the Switch" from fast/hot to slow/cool will become increasingly important.

**Authors' Note:** We appreciate the support and approval from Dr. Chris Hansen, Director Solano County Probation Services, to prepare and disseminate this information and from our PSN/CPD grant monitors Cheryl Robinson and Larry Sachs. Thank you also to KPMG LLP and our contact Denis Serdiouk for assistance with the design and formatting of this document.

## Endnotes

- 1 Project Safe Neighborhoods (PSN) is a U.S. Department of Justice (DOJ) program created to reduce gun violence through a multi-faceted approach that blends law enforcement, intervention, and prevention. The PSN Chicago Task Force involves several local, state, and federal law enforcement agencies, including the Chicago Police Department, the Illinois Department of Corrections, the Cook County State's Attorney's Office, the United States Attorney's Office, and the Bureau of Alcohol, Tobacco, Firearms, and Explosives. It operates in Chicago's most violent neighborhoods – South Shore, Englewood, Back of the Yards, Lawndale, Garfield Park, and Austin ("PSN Districts").  
In 2013, the PSN Chicago Task Force designed and implemented Youth Outreach Forums in the PSN Districts. Through a DOJ award, the Task Force expanded to include Cook County Juvenile Probation, Chicago Public Schools, Chicago's Department of Social Services, Youth Guidance, the University of Chicago Crime Lab, and now JTDC. The Youth Outreach Forums are modeled after the nationally recognized Adult Parole Forums developed in Chicago over a decade ago and shown to reduce recidivism by over 30%.  
The Youth Outreach Forums are a series of 90 minute meetings during which a moderator discusses issues involving law enforcement and prosecutorial legitimacy, community moral voice, offender accountability and influential family relationships. The meetings occur twice a week for two weeks and are collectively called the Youth Outreach Forum. Part of the Forums Series includes group sessions conducted by an experienced leader from Youth Guidance's Becoming A Man (BAM) program.
- 2 CBT represents Cognitive Behavior Therapy, Cognitive Behavior Training, Cognitive Behavioral Interventions or Rational Behavior Training; as used here, it refers to Cognitive Behavior Training.
- 3 Juvenile Justice Associates, LLC.
- 4 Solano County Juvenile Detention Facility, Fairfield, CA
- 5 D. Sharon Grant is Executive Director of the JTDC Foundation. The JTDC Foundation (Foundation) is a recognized 501(c)(3) nonprofit organization under the Internal Revenue Code. The Foundation is a separate legal entity from the Juvenile Temporary Detention Center (JTDC) and is not affiliated with JTDC. The Foundation does not accept or otherwise receive any funding from JTDC, the Illinois Judicial System, the County of Cook, the City of Chicago, or any other governmental entity. The Foundation's EIN is 27-0636908. A copy of the Foundation's Internal Revenue Service determination letter is available upon request.  
The Foundation enriches the lives of youth in the JTDC and inspires them to reach their full potential. The Foundation fosters community involvement in the lives of youth in detention, raises public awareness of their challenges, and supports therapeutic goals with respect and without judgment. The Foundation works closely with JTDC to promote the physical, psychological and educational growth and development of youth placed in custody. We use a transformational approach that is guided by a Trauma Informed and Positive Youth Development evidence-based model designed to help youth make responsible personal, societal, and educational choices to reach their full potential.
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- 15 (<https://www.solano.courts.ca.gov/materials/GrandJury2017/050917%20JDFC%20report%20Public%20Safety%20%20for%20Judge.pdf>)



The Cook County Juvenile Temporary Detention Center (JTDC) Foundation is a nonprofit 501c3 organization, established in September 2009, with the primary goal "to raise funds for programs for center residents that cannot be funded with taxpayer dollars." The JTDC Foundation is essential to improving the quality of life for its residents. Historically juvenile detention has operated in isolation and the community was kept at arms length. The Foundation by its very nature bridges the community and the Juvenile Detention Center; through its leadership, vision and resources, it offers an important avenue of opportunities with the community's most at risk youth. Learn more at <https://jtdcfoundation.org/>



The National Partnership for Juvenile Services (NPJS) provides professional development and technical assistance and promotes best practices and standards to the field of juvenile justice and delinquency prevention to positively impact youth, families and communities. In 2004, the Council for Educators of At-Risk and Delinquent Youth (CEARDY), the Juvenile Justice Trainers Association (JJTA), the National Association for Juvenile Correctional Agencies (NAJCA), and the National Juvenile Detention Association (NJDA) merged their respective membership organizations into NPJS. Learn more at <http://npjs.org/>



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