



Truancy Diversion Program Volunteer Training

DeNeese Parker, Assistant Court Administrator
Judge Margaret Pickard, District Court Judge
Michelle Young, TDP Coordinator

Eighth Judicial District Court



AGENDA

- **3:00-3:30 - Introductions**
- **3:30-4:00 - Mandated Reporting – Cheryl Cooley, Children’s Advocacy Center**
- **4:00-5:00 - Family Advocate Presentations**
 - Truancy Court Sessions and Documentation – Mandi Merrill
 - Active Listening & Open Ended Questions – Jennifer Martin
 - Setting Effective Goals – Miriam Scow
 - Effectively Engaging Students and Families – Mallory Disano
 - Community Resources – Shawn Delong
 - Reaching Students Individual Needs – Liz Sigler





Truancy Court Sessions & Documentation

Mandi Merrill



TDP Team

- **TDP Volunteer Judge**
- **Family Advocate**
- **School Liaison**





TDP JUDGE

- Connect with Family Advocate and discuss what will work best for the two of you.
- Yellow Sheet (Different form for each grade level.)
- Meets with students/families to reinforce positive behavior and increase attendance
- Review progress reports/grades, attendance records, goal sheets (Family Advocate will acquire from school)
- Make recommendations/set goals
- Address issues/challenges
- Connects positively with students (may be the most important)



TRUANCY COURT SESSIONS

- Held weekly on school campuses
- Designed to last 10-12 weeks
- Presided over by TDP judge
 - Truancy Family Advocate
 - School Liaison
- Meet with students for 5-7 minutes
 - Discuss attendance, grades and issues/challenges
 - Set goals for the upcoming week
- Students can earn points and incentives on a weekly basis
- Upon earning 100 points, students are eligible to graduate
 - Students can also be retained in or withdrawn from the program





REMINDERS FOR TDP JUDGES

TDP - non-punitive program



- Meeting Time Limit
 - 5-7 minutes per student *unless* there is an exceptional circumstance
 - Participation in TDP should not lead to additional missed instruction time
- Cell Phones
 - Cell phones should not be visible while Court is in session.
 - **Cell phones can create a distraction and inhibit engagement.**
 - **If you must check your messages or take calls, please do so in between students.**

Active Listening

The Key to Mutual Understanding

Jennifer Martin

What is Active Listening?

Intentionally listening and thoughtfully responding to another person to improve mutual understanding. It is an important step to building trust and seeking solutions to problems.



Active vs. Passive



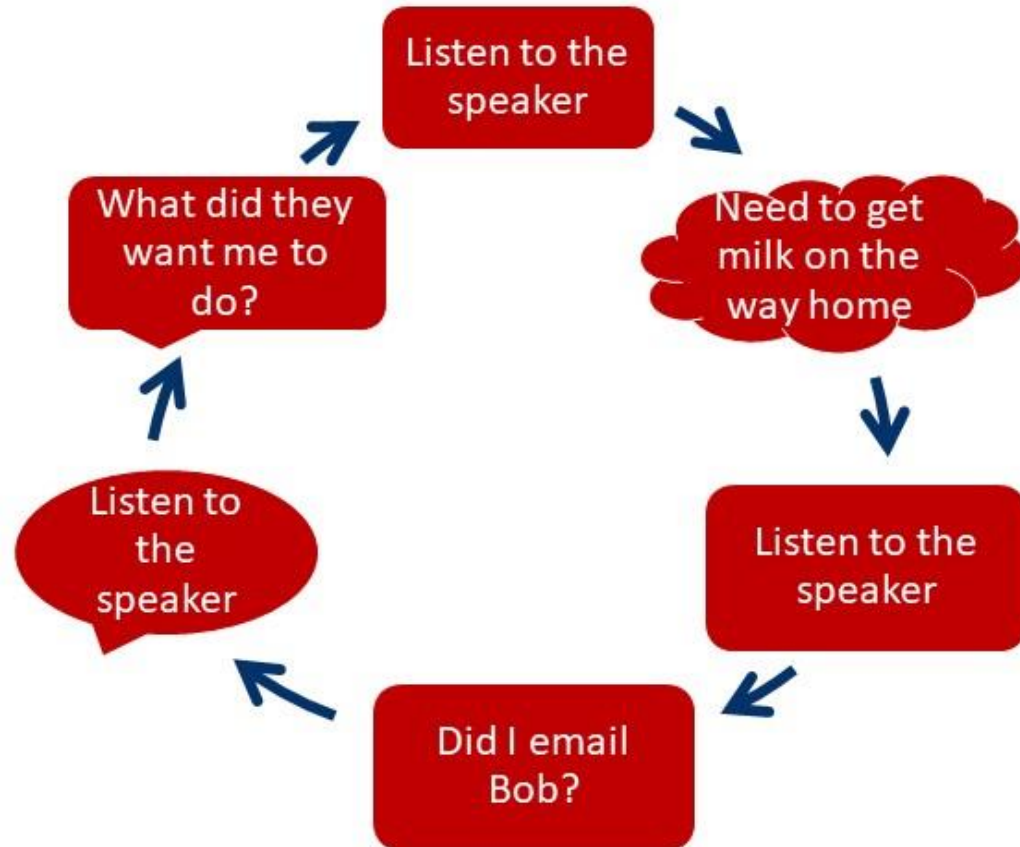
Active

- Two way communication
- Reacting while listening
- Asks questions and gives feedback
- Concentrates on what the speaker is saying

Passive

- One way communication
- No reaction, blank
- No input to what is being said
- Distracted; thinks about other things while the other person is speaking

Passive Listening



PARAPHRASE.

Try to paraphrase what the student said to make sure you understand and to show that you are paying attention.

ASK QUESTIONS.

Ask questions to encourage the student to elaborate on their thoughts and feelings.

USE POSITIVE BODY LANGUAGE.

Show that you are engaged and interested by nodding, facing the other person, and maintaining an open and relaxed body posture.

SHOW EMPATHY.

If the student voices negative feelings, try to validate them. Consider why they feel this way and put yourself in their shoes.

AVOID JUDGMENT.

Your goal is to understand your student's perspectives. Try not to interrupt with your own opinions while the student is speaking.

LISTENING MAY BE ENOUGH.

We may be tempted to "fix" the problem, but at times, students just want us to listen.

EVALUATE THE CONVERSATION.

After you have fully taken in what the student has said, take a moment to evaluate the conversation.

DON'T GIVE ADVICE TOO QUICKLY.

Allow the student to finish speaking before attempting to give advice. You want to make sure that you fully understand them first.

8 Tips for ACTIVE LISTENING





8 TIPS to help your **STUDENTS** set effective **GOALS**



Miriam Scow



1. MAKE SURE IT'S THEIR GOAL, NOT YOURS

Youth (especially teens) have a need to feel independence and autonomy and may reject any attempt to be controlled.

Allow your students to be actively involved in setting their own goals.





2. PARTNER WITH THEM AND SUPPORT THEIR INTERESTS

Find out what your students are most interested in, what they'd like to work on improving, and why.

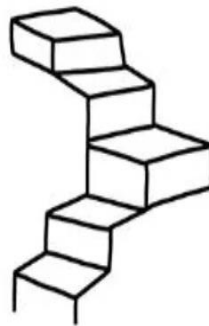




3. INTRODUCE GOAL SETTING AS A WAY TO SUPPORT THEIR DREAMS

It's better NOT to force teens to do goal setting or introduce it as a "should" or "must."

Instead, help them understand the connection between setting/achieving goals and fulfilling their dreams.





4. KNOW WHEN CONVERSATION ABOUT GOAL SETTING IS APPROPRIATE

If a teen is complaining about a task, like completing a big project or studying for a major test, don't start off with a conversation about goal-setting. It's more effective to skillfully address their complaint. Acknowledging their complaints could be all it takes to help them move forward.

However, if your students indicate they'd like to do better, goal-setting could be a great move.





5. DEMONSTRATE THEY ARE IN CONTROL

If your students are complaining about a situation they see as outside of their control, it's helpful to start by empathizing with them. Then, help them identify other goals they have already completed on their own, and what they did specifically to accomplish them. This will improve self-efficacy and boost confidence.





6. **HELP THEM REVISE GOALS TO BE SPECIFIC AND MEASURABLE**

Sometimes a goal involves someone else's decision. For example, "I want to make the track team" may ultimately depend on a coach's decision.

Instead, help your students identify the qualities and skills necessary for them to get onto the team.

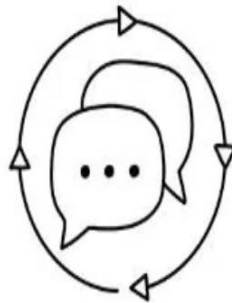




7. EXPLAIN IT'S ABOUT THE JOURNEY, NOT THE DESTINATION

Many goal-setting books and articles connect goals to happiness. Don't teach students they cannot be happy or satisfied NOW, and that they'll only be happy once they reach their goals.

Explain to them they can be satisfied in all aspects of the goal-setting process: goal-seeking, goal-planning, goal-revising, goal achieving, and even responsible goal abandoning. It is the process that can ultimately build a growth mindset.

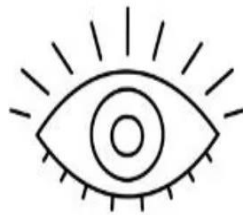




8. HELP THEM SEE A DEEPER VALUE BENEFIT TO THEIR GOAL

The students are more likely to achieve their goals if they understand the “why” or purpose behind them.

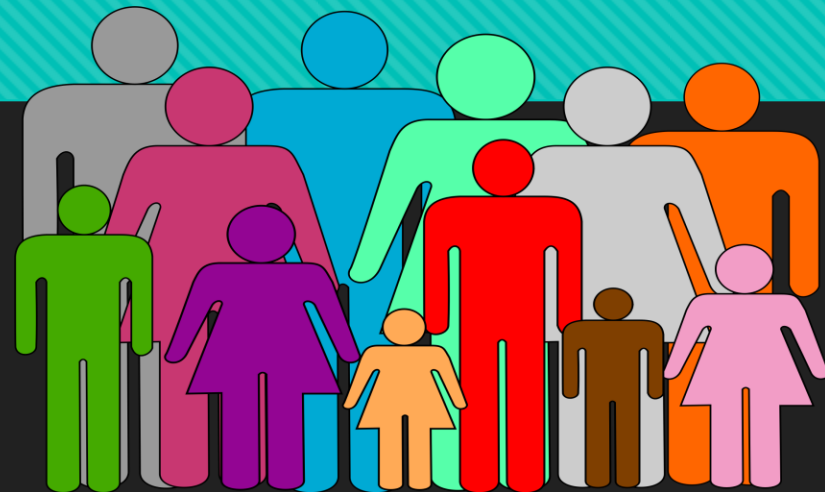
You can validate your students’ initial reasoning while helping them see a deeper value and a benefit to their goal.





Effectively Engaging Students and Families

- Keep the parent(s) involved in the students day to day activities
- Encourage students to share with their parent(s) what their school work is that they're working on, activities at school, and their goals for the week
- Motivate students to read with their younger or older siblings



Mallory Disano

Community Resources

Project 150

The Harbor – Juvenile
Assessment Center

Operation School Bell –
Assistance League of
Las Vegas

Goodie Two Shoes
Foundation

Eyecare4kids



Shawn DeLong

Project 150

To provide support and services to homeless, displaced and disadvantaged high school students so they can remain in school, graduate, and build bright futures.

Project 150

- All programs and services provided are FREE to CCSD High School Students with valid student ID
- Family Meal Bags are available weekdays at Project 150's Betty's Boutique from 1-4pm
- Clothing, Accessories, and School Supplies are available weekdays from 1-4pm (10 outfits per month, hygiene products, school supplies and additional food)
- Life Skill and Workforce Readiness Workshops are available in-person and virtually to students and families
- Special Events posted to EVENTS tab
- www.project150.org or 702-721-7150
-

The Harbor

A safe place for youth age 17 and under and their families to receive guidance and referrals.

The mission of The Harbor is to provide a safe place for guidance and to be responsive to the well-being of youth, families, victims, and the Clark County community by providing meaningful services to youth and families to address their immediate needs.

The Harbor

- Provides free assessments to determine the needs of each youth.
- Connects youth and families with the appropriate services to address those needs.
- Including:
 - Family Counseling
 - Mental Health Counseling
 - Anger Management
 - Youth Mentorship
 - Substance Abuse Counseling

The Harbor

- Referrals can be done by your Family Advocate, the families also call or walk-in.
- www.theharborlv.com 702-455-6912
- 5 Locations in Clark County
 - MLK – 702-455-7914
 - Flamingo – 702-455-7912
 - Mojave – 702-455-6912
 - Charleston – 702-486-5331
 - Henderson – 702-455-0112



Operation School Bell

Assistance League Las Vegas

Dressing Students in Need in Clark
County Schools (K-12)

Operation School Bell

- Referrals done by CCSD
- Every year many students fail to attend school simply because they do not have adequate clothing.
- Each child receives:
 - Two pair of pants
 - Six shirts
 - A hooded sweatshirt or jacket
 - Shoes
 - Six pair of socks/ Six pairs of underwear (boys)
 - Ten pairs of underwear and two sports bras for girls
 - A belt / an academic book
 - A hygiene kit
 - A hat, gloves and a blanket
 - A backpack and school supplies

Additional Resources

GOODIE TWO SHOES FOUNDATION

- Provides disadvantaged children and children in crisis with new shoes and sock, as well as other items
- www.goodietwoshoes.org

EYECARE 4 KIDS

- Provides low-income children with vision screening and eye exams and new prescription glasses
- Adults can access the same care for a nominal fee
- www.eyecare4kids.org

CLARK COUNTY LIBRARY DISTRICT

- Tutoring and homework help available both in person and virtually
- Book sales
- Tons of programs and resources available
- www.lvcclld.org

Many other resources:

- Clark County Housing Authority
- Las Vegas Rescue Mission
- Red Cross
- Salvation Army
- Three Square food bank
- Shade Tree (Women's Shelter)



Reaching Individual Needs

Liz Sigler

REFLECT

When in your life have you felt motivated? What was the cause?

Love - relationships

Excitement - passion

Achievement – gaining assets

When in your life have you felt discouraged and did not want to do what needed to be done? What was the cause?

Anxiety – self consciousness

Mistreatment – bullying

Lack of interest – no connection

No one believed in you

1.

LISTEN

ask meaningful questions

CARE

- ▷ Ask genuine questions
- ▷ Share about your life
- ▷ Be comfortable with silence, let them answer
- ▷ Eye contact and smile

2.

FOCUS ON NEEDS

not numbers

PERSONALIZE GOALS

- ▷ Understand the root of why they are not coming, by listening
 - ▷ ie. transportation, child-care, parents work nights, don't get along with teachers, anxiety
 - ▷ Offer resources
- ▷ Make goals that help with their overall school experience grades and attendance will follow
 - ▷ ie. Affirmations journal, breathing techniques

3.

REMEMBER

and follow up

FOLLOW UP

- ▷ Tip for remembering – take notes
- ▷ Give personalized prizes
 - ▷ Planner, affirmations journal, Takis, books
 - ▷ ie. Z using her affirmations journal helped her with her test anxiety



I like school now! I'm sad it is ending. [The program] helped a lot, it encouraged me to go to school.

J

I learned that absences affect school and grades. [The program] helped because I worry less and feel like I have help.

E

I'm proud of myself.

J



I feel a lot better. I don't really have to try to not be late, I used to have to try really hard not to be late... even if I had people telling me I shouldn't be late I would be if I wasn't in the program... I am happy I went to the program. [It helped] having you!

B



It's nice having someone check in on me.

V

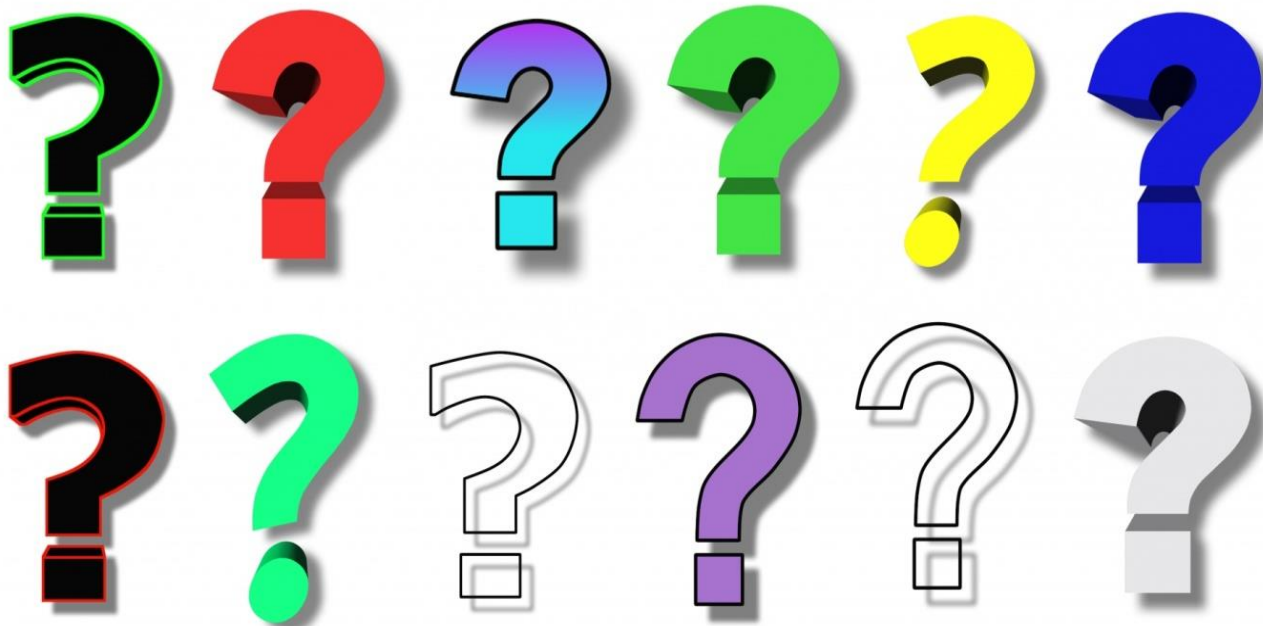
*[The program] Gave me more inspiration to come
to school.*

S



*It's nice to have someone to talk to. I don't really
want to graduate.*

P





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