NASJE NEWS

National Institute of Justice
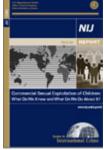The Research, Development, and Evaluation Agency of the U.S. Department of Justice

Commercial Sexual Exploitation of Children: What Do We Know and What Do We Do About It?

It is estimated that 10–15 percent of children living on the streets in the United States are trafficked for sexual purposes.

Little reliable data exists regarding commercial sexual exploitation of children. The limited data we have shows that it occurs in several ways:

- At least half occurs at a local level—exploitation of one child by one or several adults.
- 25 percent occurs through citywide or small regional networks.
- 15 percent occurs through well-financed, large regional or national networks with adults recruiting, indoctrinating, and moving children.
- 10 percent is international—trafficking children for the pornography or sex tourism industries.

This report looks at the current state of the research regarding the roles of people who are engaged in
commercial sexual exploitation of children. It also discusses prevention, interdiction, and prosecution
programs aimed at this crime.

Learn more.

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Measuring Effectiveness Report Available
Office on Violence Against Women (OVW) • Working Together to End the Violence

Download Report Now ⊙

To learn more about these and other achievements made possible by OVW grant programs, download a copy of the *Biennial Report to Congress on the Effectiveness of Grant Programs Under the Violence Against Women Act* **at** **www.ovw.usdoj.gov.**

The U.S. Department of Justice's Office on Violence Against Women (OVW) provides federal grants to help communities across America develop innovative strategies to address violence against women.

OVW's implementation of key provisions of the Violence Against Women Act is making a significant difference in the lives of women who suffer sexual, domestic, and other forms of violence. According to the just-released *2006 Biennial Report to Congress on the Effectiveness of Grant Programs Under the Violence Against Women Act,* OVW grantees:

- **Reported serving 99,834 to 115,351 victims** during each reporting period between January 2004 and June 2005. This represents 95.4 to 95.6 percent of all victims who requested services.
- **Trained 416,649 professionals** on a wide range of issues dealing with domestic violence, sexual assault, dating violence, and stalking and also helped victims obtain 216,516 protection orders (from July 2003 to June 2005).
- **Reported making 86,060 arrests** between July 2003 and June 2005, and reported referring 80,067 cases to prosecution (OVW Arrest Program grantees).
- **Promoted an innovative, multidisciplinary, coordinated community response** to sexual assault and domestic violence— involving judges, police, advocates, social services, and private nonprofit organizations—in communities throughout the nation.
- **Supported innovations and advances** in assisting historically underserved populations, including victims who are Indian, older, disabled, attending colleges or universities, and living in rural areas, and children who need safe places for visitation and exchange in cases of domestic violence, child abuse, sexual assault, or stalking.

The impact of this work, however, goes beyond the specific number of victims served each year or the number of arrests and prosecutions.

SJI News
Only available in online version.

Transitions

Please join us in welcoming the following new NASJE members:

Mr. Samuel Cicchino, Security Services Program Manager, Supreme Court of Ohio, Columbus OH

Adjunct Prof. Ronald Hofer, Marquette University Law School, Milwaukee, WI

Ms. Kirsten H. Morris, Trainer/Educator II, Administrative Office of the Courts, Wilmington, DE

From the President
by Robin E. Wosje

Dear NASJE Colleagues:

Happy New Year! I hope this new year brings all of you new adventures and new successes! Your NASJE has also been busy and will continue to be busy in the new year. Most importantly, the Education Committee is busy building the agenda for the 33rd Annual Conference which will be in the City of Brotherly Love – Philadelphia – on August 10-13, 2008. I hope to see you all there!

I also wanted to take a minute to let you know about some other developments within the committees of NASJE. Diane Cowdrey, Ph.D., Education Director in Utah, is the new chair of the Membership Committee and her task is to re-constitute the committee to have it serve you as members. The previous committee primarily served as an administrative committee where it reviewed and processed new memberships. The National Center for State Courts has agreed to handle that administrative function. Now the committee can focus on ways to better serve you as members.

Liz Strong, Staff Development Administrator in Colorado, is currently serving as NASJE's representative on the National Association of Court Manager's sub-committee to create a mini-guide on succession planning. The committee plans to complete the guide by June 2008.

I attended the Conference of State Court Administrator's meeting in November 2007. It was my first COSCA meeting and I learned a lot about the organization and the work of court administrators throughout the country. One of the more interesting educational sessions was about private vs. public court records and how different states are handling

this issue. COSCA also approved its white paper on court interpretation which I anticipate it will be making available shortly.

The NASJE Board will be meeting on February 1-2, 2008. If you have anything that you would like us to discuss, please do not hesitate to contact me. My email address is wosje@judges.org.

The Diversity of Diversity
by Polly Schnaper, Utah Judicial Institute

On a recent internet surf I discovered an abundance of sites devoted to diversity issues and was once again reminded of the "diversity of diversity." A variety of topics exist under the diversity umbrella: cultural roots, the limitations of personal perspective, group membership, first impressions, exploring your own "inner cosmos," as well as the issues of race, gender, religion, age, and ethnicity. Some or all of these topics underlie many of the judicial educational opportunities that I create or attend. I spent some time exploring these sites and afterwards gave myself a mental tweak to remember the myriad of diversity issues that can arise in a group, to remember techniques to gently ease people through them, and to remind myself of all the divergent people, lifestyles, and perspectives that swirl around me every day. If you would like to review, reflect, or just remind yourself of the same, the following three websites can start you on the journey. If you know of other websites you would like to share, email them to me at pollyfs@email.utcourts.gov and I will pass them along in future articles.

http://www.epilogsys.com/ScoutingWeb/SubPages/DiversAct.htm
Designed for boy scouts, yet applicable for any group, this site contains activities that help explore diversity issues in non-threatening ways. The Herman Grid is also available on this site.

http://www.studentlife.villanova.edu/diversityinitiatives/diversityeducation/quiz.htm
This is a site that contains an interactive diversity quiz with True and False answers. Information pops up after the user checks the answer. Many diversity links are available at the end of the page.

http://www.diversityinc.com
Click on this site to sign up for a free on-line subscription to Diversity, Inc. This e-zine has many thought provoking articles that cover many different sides of diversity issues.

Blast from the Past: How to Get Your Teaching Staff to Stop Teaching
by Raymond Crapo

Reprinted from the first issue of NASJE News (vol. 1, no. 1, 1985)

Editor's Note: This article was published in 1985 and authored by Raymond Crapo, who, at the time, was the Education and Training Coordinator of New York's State Unified Court System. The article focuses on Dr. Gordon Zimmerman's work in the area of training judicial officers not only as teachers but as facilitators. Dr. Zimmerman suggested educators help change how judicial officers usually teach, from a presenter-based philosophy (re-creating law school courses) to a learner-based philosophy (engaging the audience). One of the suggestions given is to move presenters from the teaching mode into the facilitator mode to improve the content and delivery of presentations and engage the audience more. Interesting read…

One of the key presentations made at NASJE's 1984 Annual Conference was Professor Gordon Zimmerman's on the topic of how to improve intructors for judicial education programs. The focus of the presentation was how to make effective and professional teachers out of judges who are specialists in law, rules and procedures. For most states the implementation of Professor Zimmerman's ideas would provide a substantial improvement in their educational programs. The shift from a presenter-based philosphy to a learner-based mode is the key change. To accomplish this change, specific steps must be taken, such as teaching the teachers how to identify and write learning objectives, how to use audio-visual materials as truly complementary supports for learning points and how to "test" the learners during the presentation to be sure the points are understood by all participants.

It might be accurate to summarize the emphasis of the presentation as noting that judicial educators must switch from pedagogy (teacher based) to andragogy (learner based) as their operating philosophy. The quid pro quo for judges who switch to andragogy is that they become skilled in the ways of effective teaching. Representatives of three states — Florida, Kentucky and Michigan — followed Professor Zimmerman and told how they were effecting the switch from padagogy to andragogy in their respective states.

A further analysis of this cogent presentation might have unveiled what is probably the basis for the pedagogical methodology that is all too prevalent in education today. Why do judges typically recreate law school without the socratic method of inquiry when they get together for continuing legal education? Why is the format choice overwhelmingly lecture to large groups with little or no built-in provision for feedback of any sort? Why do judges tend to back up their lecture presentations with pounds of printed material they suspect few in their audience will ever read?

This author would like to suggest the true motivation for this typical set of behaviors is FEAR. Yes, fear. Both program designers and presenters are often motivated to smother the audience with "control" for fear of having to deal with those in the audience who may know more about the topic than the presentor and/or those who may ask a question the presenter cannot answer. Worse still is the lurking possibility that someone in the audience may come up with the citations that were not made by the presenter but could

have been and even should have been utilized. The best tactic for handling the presenter's fear is to smother the audience with lecture, no matter how diverse and varied the knowledge and experience base of members of the audience.

Before you rush to disagree that the above is the premise of many presenters and programs, allow the author to broaden the basis on which it is made. It is submitted that this is the normal reaction of most presenters in most professions. Taking off his judicial educator's hat and putting on his professorial one at New York University's Training and Management Development Diploma program, the author feels that the observable behaviors of the typical teacher/trainer are identical to those of typical teaching judges. One of the key emphases of the university's program is to have program participants overcome their fear by switching them form the teaching mode to the facilitation mode of presentation. (My esteemed collegues from the New York Judiciary's Education and Training Unit wryly note that "facilitation" is a crime defined under the Penal Code. Obviously, the use of the the word for judicial eduators is under a substantially different definition!)

The frist objective for judicial educators is to follow and do what such states as Connecticut, Arizone, Florida, Kentucky and Michigan are doing — make your judicial educators into good teachers. A second objective occurs when the very good teachers mature into facilitators.

A facilitator is a group leader who, when working at the top level, would appear to be doing nothing. Facilitators are responsible for subtle and highly sophisticated learning experiences based on learning points but completely participant-based operation. They are far beyond overcoming fear; they seek an bring out people who know more than they do about the subject at hand. A facilitator's first rule is: "Never teach an adult something he or she already knows."

Facilitators subtly and frequently test participants to find out what they do know. If participant knowledge is at a high level throughout, the facilitator moves the group to the next learning objective. If one, several, or a significant part of the group lacks the knowledge sought, a facilitator encourages other members of the group to provide the knowledge from within the group. the facilitator then — and only then — teaches. He or she teaches for as short a time as possible until the members of the group "aha" and indicate to the facilitator's satisfaction that they know what they need to know about the learning objective. This is determined by any number of either subtle or overt "tests." The facilitator then moves on to the next learning objective.

Sound exotic? This should be your ultimate direction in educator staff development. It is the best utilization not only of your judges as educators but of your judges as learners. It is learner-based (and even appears to be learner-led) with continuous communications feedback during each session.

To obtain the maximum immediately measurable education for your limited dollars, the first thing to do is to make your judicial educators professional teachers as Professor

Zimmerman and the panelists explained. When they became professional teachers, your next stop on the road is to make them facilitators. Getting your teaching staff to stop teaching and start facilitating will bring your programs to a level of sophistication and excellence so high that you will have an explosive growth of learning and a professional faculty that will thrive on being judicial educators because they have replaced fear of groups with absolute trust in them. Your judges will respond to that manifestation of trust by becoming open and honest learners — asking a lot more questions, freely admitting blind spots in their legal knowledge — unafraid to admit they may not be perfect in their knowledge of law, rules and procedures.

Should you be able to get your judge educators to teach well now, you can look forward to development of the best of them into facilitators in three to five years.

One Size Doesn't Fit All: A Guide for Assigning Divorced Families to Appropriate Programs Pauline Roberts, Families in Transition Coordinator at the Kentucky Administrative Office of the Courts
by Joe H. Brown, University of Louisville

Court involvement in assigning divorced families to appropriate programs suggests that the courts are an integral part of their communities with responsibility for helping families address problems before they become acute. Recently, there has been a more systematic effort on the part of courts to assign divorced families to the most appropriate divorce education program.

Read the whole article online.

Using a Responder System
by William Brunson, National Judicial College

A wireless response system enables instructors to elicit anonymous responses from participants, who can punch in their responses on their individual keypads.

The system consists of an antenna, wireless keypads, and a computer with an attached projector. Questions developed by the presenter are projected onto the classroom screen. The participants input their answers via the wireless keypads. Responses are captured and compiled by the computer and then displayed in bar graph or pie chart formats.

This is all done in "real time," giving instant, anonymous feedback. The anonymous responses are tabulated and displayed instantaneously. Response printouts are easily generated, and data can be downloaded into statistical software for further analysis.

Purchasing a System
There are two basic choices in purchasing hardware for a system, infrared or radio, and there are two choices with software, a PowerPoint plug-in, or a stand-alone software package.

Most plug-ins provide a slide layout template which reserves space for the graph. When the presentation is run, the presenter begins polling either automatically when the slide comes up or on command. When voting is complete, a standard Microsoft Graph is displayed in the reserved area of the slide.

Stand-alone applications are more sophisticated and typically written in C, C++, or C# languages which are stable and robust environments. Their presentation modules usually include high quality graphics, suitable for use in high-end audio visual productions. They will also let you create questions on-the-fly and do side-by-side or pre/post comparisons.

Before making a purchase, the following steps are recommended:

Get a trial version of the software, if it is available

Install the software and build a presentation to run in practice mode

Look at the manual and talk to the vendor's support line if you have questions

Check to see if the vendor has equipment available for rent, if you want to test it in a live environment before purchasing

Consider the level of support offered by the vendor. Do they provide a helpline or training? Are upgrades planned and what will be the cost? Are technicians available on-site if needed?

When should you use the responder system?
The responder system is an effective tool for ensuring that participants become involved in the learning process. It is particularly effective when there are differences of opinion on certain issues (e.g., sentencing an offender, sustaining or overruling an evidentiary objection, granting or denying a motion). It should not be used when there is likely to be uniformity of opinion.
The responder system is most effective when you want to

- Seek an anonymous response

    - on subject matter that will cause the audience to become uneasy (e.g., race and gender relations, political views) or

- to avoid embarrassing participants who lack knowledge in the subject matter

- Receive an honest response to difficult questions (e.g., defining the participants' reversal rate with regard to the particular material)

- Obtain instant feedback from the group and demonstrate the results immediately

- Assess the participants' baseline knowledge or to evaluate what they have learned as a result of the presentation

- Display the results of a pre-test or post-test to evaluate changes in the participants' behavior

- Use diverse teaching methods to ensure that the instructor responds appropriately to the differing learning styles of the participants.

Potential Pitfalls of Responder System Use

- It is difficult to write statements that can be answered with a definitive "yes" or "no" response.

- Few issues are black and white; there are usually shades of gray that complicate things.

- Questions can easily be misinterpreted, which can interfere with or hinder the learning process.

- With true or false questions, guessing can distort the true knowledge base of the participants.

- The graphs can be difficult to interpret quickly.

- If all or a vast majority of the participants choose the correct response at the beginning of a program—although extremely rare—it can hamper discussion.

What are the benefits of the responder system?

- The system allows participants to interact with the instructor without fear of embarrassment. For example, in an evidence course, ask the participants whether they would overrule or sustain an objection. The instructor can then show a graph showing how many sustained the objection and how many overruled.

- It provides unparalleled accuracy in determining whether the participants understand the information presented.

- It stimulates audience participation.

- Ultimately, its use results in greater participation, which increases the participants' chances of learning the material.

Effective Sample Questions

Question: I became a judge because I wanted to . . .

- Interpret the law fairly

- Make a difference in the justice system

- Ensure that justice is done in cases before me

- Earn a good living and work reasonable hours

- Other

NOTE: It is extremely important to offer the "other" option in questions where there is no correct answer. Otherwise, if none of the responses is appropriate for the participants, they will either complain about the form of the question or will not respond, both of which adversely affects participation.

Question: The two biggest predictors of future criminal behavior are:

- Poverty and drug use

- Poverty and a lengthy criminal record

- A degree from the University of Nevada-Reno and owning a motorcycle

- Mental instability and substance abuse

- Anti-social attitudes and anti-social associates

NOTE: The use of humor is appreciated; however, it will skew your results and it can become trite, so use humor sparingly. In this question, because there is a "right" answer, you don't need to provide an "other" choice. If participants object to the answers, simply ask them to select their top choices from the available list.

Question: Sentencing guidelines should almost always be adhered to:

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Suggestions for Using the Responder System

Pass out the keypads to the participants and demonstrate how the keypad works (if you are the first presenter to use the device at that program).

Ask each person to press a numeric key on their keypad to observe what happens. This can be done in response to a question (which does not have to be projected). For example, ask the participants to answer a simple yes or no question (e.g., "I am happy to be here today: Yes or No?")

Ensure that your questions are as concrete and brief as possible (for ease of reading as projected and for simplicity's sake).

While you may have up to ten (10) responses on any one question, depending on the system you use, it is recommended that you attempt to use no more than five (5) responses for projection purposes and for ease of interpreting the data quickly.

If you base the questions on a hypothetical, ensure that the audience understands the facts before asking for responses.

If the graph only shows percentages, don't try to convert them into raw numbers while presenting (some graph formats give the option of raw numbers and percentages). Bottom line: You are trying to show that there is diversity of opinion and you want participants from each viewpoint to explain why they voted as they did.

If there is confusion regarding the question despite your best efforts, ask the audience members to re-vote -- only the last vote counts.

Should a vast majority of the participants respond correctly to your question, don't spend too much time on that problem, because the audience obviously understands that point.

Thiagi Newsletter

Thiagi Newsletter - November

http://thiagi.com/pfp/november2007.php

This issue contains:

- An article on designing the final performance test as a part of the rapid instructional design process

- An interview with William Hall, who has been doing interactive business theater since 1982

- ALONE AND TOGETHER, a game that explores relative advantages of teamwork and independent work

- PRESENTATION SUCCESS, an activity designed by a special team of gamers for exploring factors that contribute to successful presentations

- ENJOY AND LEARN, a jolt about the best training experience

- Les Lauber's review of two books about how adults learn and how to train them

- Brian's 99 words on helping people fit

- A review of Will Thalheimer's provocative blog

- A quick poll in search of a suitable alternative to the word "game"

Thiagi Newsletter - December

http://thiagi.com/pfp/december2007.php

This issue contains:

- An article on practice and review games and their use in rapid instructional design

- An interview with Michelle Cummings, a prolific game designer and facilitator

- GET 20, a game by Michelle that uses playing cards

- Mini-reviews of practical books on culture, thinking, and leadership

- Brian's 99 words on getting out of a rut

- A review of a wonderful website that contains instructions for playing hundreds and hundreds of card games from around the world

- A single idea survey that invites you to complain about training games

Thiagi Newsletter - January

http://thiagi.com/pfp/january2008.php

This issue contains:

- A case study of rapid instructional design that involved combining eight textra games

- An interview with Stephanie Pollack, a talented trainer with a theater background

- An engaging opening activity called SNOWBALL by Stephanie Pollack

- An innovative type of roleplay by David Piltz dealing with a sensitive topic

- More information about Thiagi's Summer Workshops in Switzerland

- Interesting insights from Brian Remer -- in exactly 99 words

- A link to Thiagi on YouTube

- A quick poll about the theme for a conference on games and simulations

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Book Summary: *The Carrot Principle*
by Laurie Ginn
Program Attorney
The National Judicial College

Companies survive or die based upon their employees' work. *The Carrot Principle*, by Adrian Gostick and Chester Elton, discusses methods to develop satisfied and engaged employees through management's leadership.

Management, with the Carrot Principle techniques, nurtures the employees' growth within the company. The authors stress that employee engagement, not just satisfaction, is critical to a company thriving. Employee engagement spurs the quality of work and the quality of service employees give to the company's customers, which reflects the company's values.

What does "engaged" and "satisfied" mean? Merely satisfied employees do the assigned tasks and are content with the way things are. Satisfied employees may feel imposed upon when asked to do extra work or non-typical work. Engaged employees, however, are the employees upon whom management depends. Engaged employees see the company as a team and suggest fresh alternatives to revitalize the company. Engaged and satisfied are not always separate. Engaged employees can also be satisfied employees.

Employees can fall into four categories and can at times shift between the categories. The four categories are

- high engagement/high satisfaction,
- low engagement/low satisfaction,
- low engagement/high satisfaction, or
- high engagement/low satisfaction.

Once the highly engaged employee becomes unsatisfied, the employee may look for other employment. The high engaged/high satisfaction employees are the employees that other companies desire because these employees are the key dependable employees.

Leaders keep their employees engaged by answering their employees' questions. What does the company consider to be important? How does my effort contribute to the company's goals? What is my reward for my effort?

To answer the questions above, leaders

- establish goals,
- fully inform and communicate,
- "build trust,"
- make employees accountable, and
- reap the rewards of "engaged" and "satisfied employees" and other rewards.

Thus, the employee knows what is expected and what is gained.

In "carrot principle" terms, leaders plant the seeds of success with explicit goals. The employee understands what is expected. The carrot takes root via "open communication" as the employee undertakes the assigned task. Free to ask questions, employees continue to grow in the job or task. Leaders "build trust" by recognizing the individual employee and the individual's unique ability. Leaders "weed" and correct the employee, when needed. The "harvest" consists of the "satisfied and engaged employee, higher company profits, and greater customer loyalty."

Leaders must know their employees to use carrot principles. If an employee does not like public recognition, leaders tailor the public recognition to minimize any embarrassment while still providing that employee with the recognition that he or she deserves. A reward must mean something to the individual employee. A gift certificate to a book store will not carry the same "reward value" to all employees. Leaders cannot assume all employees share the same strengths. Teams use their combined strengths to succeed. To succeed, leaders must discover and celebrate the strengths in their individual employees.

Leaders hold employees accountable for the major and minor failures, but must equally hold employees accountable for major and minor successes. Celebrating employees creates the atmosphere of "what I do matters." Employees think, my manager realizes when I do well, not just when I make mistakes. Getting to the heart of the way employees think about their job is critical to *The Carrot Principle*. When the leaders struggle to get employees to complete a job, time is wasted and frustration rises. With carrot principle techniques, leaders can validate their employees' actions on the job.

Employee recognition is the key to retaining employees the company already has and to building an attractive atmosphere for future employees. When should a company recognize the employees? The authors suggest that employee recognition is an on-going process and integrated with the company's values. Informal recognition for routine work may be a short message focused on the specific task, for example. Special recognition for outstanding work is an opportunity to show how the employee met the goal and championed the company's goals. Commemoration dates are opportunities for the company to highlight the employee's efforts over an extended time. Team and division recognition may occur at any time: at the beginning of a project, during a project, and after a project concludes. *The Carrot Principle* relies on recognizing employees continuously.

Employee retention saves companies potentially enormous sums of money – job advertisements, time spent in interviews, employee training, and lost institutional memory. A company's biggest resource is the employees, who are the company's representatives to the public. *The Carrot Principle* is a worthy resource, supported with research, to keep and engage your employees.