

Responding to Domestic Violence and Sexual Assault through Court Watch

A Collaborative Approach

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About this Guide

Court watch programs can be an effective tool for assessing what is working in our courts and where improvements are needed in response to domestic violence and sexual assault. As part of a thorough and interdisciplinary needs assessment, court watch programs can provide important information to address the gaps in a state court's response to domestic violence and sexual assault, and improve litigant experience.

Court watch programs are typically designed to hold justice systems accountable by observing court processes and making those observations available to the public. While this approach can have a big impact on victim safety, as well as public perceptions and trust in the judicial system, court watch programs have had varying degrees of success in actually changing practice. Their ability to enhance system response relies on early engagement with the court and its partners to identify court watch goals and create buy in for recommended changes.

This guide is intended for jurisdictions looking to enhance an existing court watch program, or create a new one, that engages the court to promote access to justice for litigants. By working with judges and other key stakeholders, a thoughtfully designed program can turn court watch observations and data into enhanced court practices and truly collaborative system reforms.

This guide includes examples from court watch programs of both the St. Louis Ending Violence Against Women Network (SLEVAWN) in St. Louis, Missouri and the King County Sexual Assault Resource Center (KCSARC) in King County, Washington. Both organizations have long-standing programs and received Department of Justice, Office on Violence Against Women's Justice for Families grants in order to help address challenges they had encountered, devise strategies to collaborate more with the court and revamp forms and procedures to maximize program efficacy. Each program has a unique focus and can be used as a resource for jurisdictions looking to engage courts to increase access to justice for litigants in domestic violence cases.

KING COUNTY SEXUAL ASSAULT RESOURCE CENTER

The court watch program ought to improve access to justice for litigants on sexual assault cases by designing a court watch program aimed at enhancing procedural justice and reducing trauma for victims/litigants throughout the court process. Specifically, the Resource Center used grant funding to: increase its capacity to observe more courts; increase case analysis (i.e looking at data on what is filed and the different outcomes) in order to examine specific gaps in the legal system response to sexual assault victims; increase outreach and education to judicial officers and court staff to improve their response to families who have experienced sexual assault; increase victim and family connection to legal advocacy and assistance through outreach to all staff that are a victim's first contact in the courthouse; analyze gaps and implement improvements to the civil and criminal legal response to families who have experienced sexual assault; and, implement a "WordWatch" project that examines and addresses language about sexual assault that is used in official records (probable cause certifications) and court processes.

ST. LOUIS ENDING VIOLENCE AGAINST WOMEN NETWORK

The court watch program was established to address the experiences of domestic violence victims in courtrooms in St. Louis County and City everyday seeking help to stop the violence in their lives. Specifically, the Network used grant funding to: conduct an assessment to identify the problem patterns and issues within the court system; improve the administration of justice through revising court observation forms to include procedural justice elements and providing training for judges and stakeholders on risk assessment and procedural justice; increase public awareness and public trust in the justice system through systems change; and enhance victim safety and offender accountability through creating reports that provide recommendations for real change.

What are we Trying to Achieve? Improving Access to Justice

In order to build a court watch program that can help improve litigant experience and access, increase public trust and hold courts accountable, consider the following access to justice principles in your planning, goals and programmatic design:

- Procedural justice
- Cultural Responsiveness, Elimination of Bias and Language Access
- Trauma Informed Services

These are briefly described here, with cites to additional guides:

PROCEDURAL JUSTICE

Research has shown that the most important factor in the way litigants view the court process is not whether they win or lose, but rather, how they felt they had been treated. This concept, known as procedural justice, in turn has been shown to increase access to justice and improve public trust in our court system and promoting it should be an essential component of any court watch program. Numerous studies have also linked procedural justice to increased compliance with court orders and reduced recidivism.¹

The following are core elements of procedural justice:

Voice (opportunity for people to be heard). For litigants in domestic violence cases, being able to speak out (if they so choose) and to be heard and acknowledged by the judicial officer and other court actors is especially important: for victims, who may have encountered other professionals who ignored or minimized their experiences, it increases the likelihood that they will perceive the court as a place that could provide help; for alleged perpetrators, research demonstrates that a feeling of being heard during the proceeding increases their perception of fairness and, as a result, the likelihood that they will comply with court orders.

Respect (perception by people that they are treated with dignity). Judicial officers, court staff, and other professionals who interact respectfully with litigants contribute greatly to a perception of fairness in the process.

Understanding (comprehension of the court process and how decisions are made). Litigants in domestic violence cases report that they are confused by court procedures, the language used by the court, and other aspects of their cases.

Neutrality (perception by people that decision making is free from bias). Some judicial officers and court personnel have expressed concern that providing domestic violence-specific resources and assistance for litigants may breach the court's core responsibility to be neutral, or may create a perception of non-neutrality. Neutrality does not mandate identical services and support for all litigants; indeed, it requires that all litigants should be provided with meaningful information and support designed to assist them in their particular circumstances with their specific needs.

Helpfulness (whether people perceive court actors as interested in their personal situation to the extent the law allows). In many instances, the court is where a domestic violence victim first interacts with the legal system seeking information about available relief, services, and assistance.² Therefore, court responses designed to help litigants navigate the court process and connect them with critical services are key to promoting this principle of procedural justice and ensuring that victims view the court as a resource.³

CULTURAL RESPONSIVENESS, ELIMINATION OF BIAS, AND LANGUAGE ACCESS

Cultural responsiveness may be defined as “the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”⁴ A culturally responsive court will ensure that it is welcoming and truly accessible to individuals from all cultures within a community, including those from underserved or marginalized groups, and that court processes are perceived as fair and understandable. Promoting cultural responsiveness—including providing meaningful language access—and working to eliminate bias is critical to narrowing this trust gap and court watch can help identify ways courts can do this better.

RESPONDING TO TRAUMA

One of the biggest challenges for courts in dealing with domestic violence cases is the widespread trauma experienced by the people involved, both in their personal histories and through their interactions with multiple systems designed to help them. If courts can enhance procedures to account for trauma in the court environment and in their policies and decision-making, people will be better able to avoid re-traumatization, engage with the system, and take advantage of interventions. Raising awareness of the existence of trauma and the impact it has on peoples' experiences is essential to serving domestic violence victims and their families. An effective court watch program can help assess how well courts are responding to trauma.⁵

Planning and Collaboration

Collaboration among a diverse group of stakeholders, including judicial and non-judicial court personnel, should be a part of the planning process of any court watch program. Involving agencies at the outset is critical to gaining early support for the program and to building credibility. Assembling a formal planning team also facilitates cooperation and effective implementation down the road.

Whether you are planning a new court watch program or enhancing an existing program, you may want to consider the following:

CREATE A PLANNING TEAM

- Include representatives from across the jurisdiction, including civil legal attorneys, district attorneys, family justice center representatives, judges, court staff and community-based victim advocates
- If you are planning to implement your court watch county or city-wide, include advocates, attorneys, judges and court staff from both civil and criminal courts to ensure consistent implementation
- Including court administration and local court staff will ensure operational and logistical issues and concerns are addressed during the planning process

ENGAGE IN A THOUGHTFUL PLANNING PROCESS

Engaging in meaningful planning and coordination among community stakeholders is vital to the implementation of an effective court watch program. It is not unusual to spend three to six months working together to implement a court watch program that best responds to your court and community needs.

Here is a suggested three-to-six month planning timeline that you can adapt to fit your needs:

- Select a point person to lead the planning process.
- Conduct needs assessments to understand your community's current approach to domestic violence (e.g., by surveying advocates or litigants) and identify specific needs to be addressed by the court watch.
- Review existing or create court watch reporting forms.
- Develop and execute training for court watch volunteers on domestic violence, court procedures and responsibilities.
- Develop and execute a training for court staff on the court watch program, its goals and how it can assist the court in access to justice for domestic violence litigants.
- Pilot the new forms and adapt as needed.
- Hold ongoing meetings to discuss the court watch program, its findings and the development of reports.
- Survey judges and advocates on the usefulness of the court watch reports.

Creating a Mission and Purpose Statement

Identifying a mission and purpose for your court watch program will help define your priorities, the questions you ask, the data you gather and how you use that information to enhance litigants' access to justice in domestic violence cases. The mission of your court watch program is what defines the work you are doing.

Whether you have a mission statement already or are creating a new one, you may consider the following questions:

- What does a court watch program do and what do you consider the purpose of your program?
- In what ways can you incorporate procedural justice into your program?
- What gaps are you trying to address in the system? What would be needed to have a culturally responsive courtroom or trauma-informed response?
- What changes do you want to see in your system that would address cultural bias and trauma?
- Who are you serving?
- How might your program results be used?

MISSION AND PURPOSE STATEMENT

King County Sexual Assault Resource Center

EXAMPLE:

Since 2010, the court watch program has helped victims of sexual violence obtain access to justice in the King County Superior Court.

King County litigants deserve a justice system that is accessible, fair, and respectful. Court watch is a resource to identify opportunities for improvement, and to reinforce what is working well. It is an important partnership between the justice system and the community that it serves.

MISSION AND PURPOSE STATEMENT

St. Louis Ending Violence Against Women Network **EXAMPLE:**

The mission of the court watch program is to make the justice system more effective and responsive in handling cases of domestic violence perpetrated against women and children and to create a more informed and involved public. To that end, each court watch report begins with the quote: "Ensuring justice for victims of domestic violence."

Program Design and Implementation

FORMS AND PROCEDURES

The Center recommends tailoring the forms and procedures for implementing your court watch program to the needs of your court and ensure that the topics you address are consistent with your goals and objectives.

The following is a list of topics that may be useful in drafting your own forms. Appendices C, D, and E are sample forms from our court watch programs.

Judicial Feedback and Demeanor

- Decisions
 - Made in an impartial or unbiased way after hearing evidence and arguments from all sides
 - Explained in a clear and transparent manner to litigants
- Courtroom decorum
 - Judge treats litigants and staff with respect
 - Court staff is helpful and respectful
- Administrative skills
 - Cases are called in an efficient manner
 - An explanation is provided of the way cases are called and processed so litigants feel respected and that the process is transparent
- Engaged neutrality (the practice of engaging with and being helpful to litigants, while remaining neutral and unbiased)
- Procedural justice
 - Use of plain language
 - Opportunity for litigants to be heard
 - Respect of both parties
 - Clarity/completeness of explanations
- Trauma-informed
- Culturally responsive

Protection Order Monitoring

- Participant information—language, understanding, representation, disability, trauma, mental health
- Courtroom accessibility
- Hearing/trial procedures (was the process explained to parties in plain language, did parties have attorneys, victim advocates present)
- Outcomes
 - Percentage of cases dismissed
 - Percentage of cases withdrawn
 - Percentage of cases where protection orders granted
- Safety issues
- Staggered leave time
- Presence of court officers

Sentencing

- Procedural justice (use of plain language, providing time for questions or for litigants to be heard, etc.)
- Trauma-informed services
- Accessibility
- Outcomes/sentences
- Compliance
- Accountability
- Victim participation

Operations

- Access or use of civil legal services
- Courthouse volunteer program
- Presence of clerk
- Presence of Court reporter

IDENTIFY VOLUNTEERS

It is important to develop a reliable volunteer base since this will be the backbone of any effective court watch program. Your volunteers will be interfacing with the court and the community and it is critical that they are knowledgeable, professional and prepared.

- Research and contact area law schools and community organizations
- Offer to work with partners on providing training and educational credit
- Consider volunteers with no legal training as they may be better able to identify issues from the perspective of the litigants who may have difficulties understanding the legal process

DEVELOP TRAINING PROGRAM FOR VOLUNTEERS

Developing a comprehensive and effective training program will help ensure that your volunteers are knowledgeable and prepared to observe court effectively.

- Include information on all the substantive legal topics they will encounter
- Include information on procedural justice, cultural responsiveness, and trauma
- Include information on court procedures and the legal process
- Make sure to articulate the goals of the court watch program
- Explain what to expect on their shift and how to conduct themselves in the court house
- Provide guidance on note taking and completing forms
- Explain how their observations will be used and why it is important

DETERMINE WHAT GOES INTO A REPORT

- Program overview and mission statement
- Provide overview of access to justice and its role in your court watch program
- Relevant Statutes
- Project Design—what did the program review?
 - Review of case filings and decisions
 - Court observation
- Findings
 - Themes from observations
 - Objective data based on case outcomes
- Strengths and what the court is doing well
- Recommendations for improvement that include access to justice enhancements
 - Examples of improvements made based on prior recommendations

DETERMINE WHAT GOES INTO A REPORT

King County Sexual Assault Resource Center

EXAMPLE:

King County made recommendations about court room safety, based on observations that there was typically a court officer present for domestic violence cases, but not for sexual assault cases, even though the allegations can be just as dangerous and often involve similar issues. The recommendation included the suggestion that the dockets could be combined to maximize security resources.

King County's report also included the recommendation that the court exercise its statutory authority to appoint an attorney to the petitioner in cases where the respondent had retained counsel, based on observations and findings that in cases where both parties had counsel, the petitioner was much more likely to proceed with the case and a protection order more likely to be granted.

DETERMINE WHAT GOES INTO A REPORT

St. Louis Ending Violence Against Women Network **EXAMPLE:**

St. Louis included recommendations that would create “a transparent process [for victims], specifically around a more detailed explanation of the court process.” While compiling their report the observers noticed that “much of what occurs in the courtroom may seem confusing and intimidating to someone not familiar with its process.” In each report, they identify court enhancements made due to feedback from prior reports including trainings, changes in protocols and processes that increase access to justice for domestic violence victims. For example, court watch observers noted that judges “provide more detailed opening instruction(s) either verbally or via the televisions within the courtroom regarding the court process, the meaning of commonly used legal terms involved during the dockets, as well as information about the safety of the Petitioners and general FAQs.”

Due to the high number of self-represented litigants, the St. Louis court watch program made additional recommendations to ensure that both litigants understand the conditions of the protective order. The report stated, “reminding the Respondent of the consequences of violating an order of protection emphasizes the seriousness of court’s order as well the validation of the victim and the accountability of the court. The commissioner or advocates can also consistently discuss with petitioner their available options if the order is violated, such as calling 911 or filing a contempt in the court.” They further recommended that the “commissioner should consider more consistently reading the provisions of the order in plain language, and identifying consequences if violations occur. The commissioner might consider also asking both parties if they fully understand what behavior is allowable and what behavior is a violation of their order and end by asking if they have any questions.”

Tips for Enhanced Practice and System Reform

TURN COURT WATCH OBSERVATIONS INTO ENHANCED PRACTICE AND SYSTEM REFORM

- Convene stakeholder group to continue to assess needs and ensure program effectiveness
- Develop a list of priorities
- Create a timeline for implementing specific reforms
- Identify someone to lead the implementation efforts
- Judicial leadership is key!
- Work with court administration on providing feedback and implementing reforms
- Consider where legislative reforms are necessary and work with stakeholders to draft bills and lobby the Legislature
- Consider creating bench guides or other materials to help the court address gaps in the process
- Plan training for the court in topics to help enhance access to justice, such as trauma, procedural justice and implicit bias. Consider technical assistance to help in identifying topics, faculty and planning training for courts.

See attached Appendix F: Tip Sheet for Planning Court-Based Domestic Violence Training.

COURT WATCH OBSERVATIONS LEADING TO SYSTEM REFORM

King County Sexual Assault Resource Center

EXAMPLE 1:

The Sexual Assault Protective Order (SAPO) bench card was created to clarify and simplify the protection order process for judges who were new to the rotation since it was determined by court watch that the process was not always being administered consistently or in accordance with the statute.

See attached Appendix A.

EXAMPLE 2:

The procedural justice bench card designed to encourage judges to ensure that litigants understand the process and feel that they have a voice and that they were treated fairly and with respect since it was determined through court observations that this was not always happening in the court room.

See attached Appendix B.

COURT WATCH OBSERVATIONS LEADING TO SYSTEM REFORM

St. Louis Ending Violence Against Women Network

EXAMPLE 1:

St. Louis Court Watch Program identified the community need for training on domestic violence risk assessment and procedural justice through its court observation and data analysis. As a result, they used grant funding to host two trainings, one for criminal and civil judges and one for attorneys, advocates, prosecutors and probation.

EXAMPLE 2:

As a result of the report findings and recommendations from St. Louis' Court Watch Program numerous changes have occurred to enhance victim safety in the courthouse including: adding bailiffs to monitor hallway outside of the courtroom, separating litigants in the courtroom while they are waiting for their cases to be called and while in front of the judge, and holding the Respondent in the courtroom allowing the Petitioner time to exit the courthouse safely.

Endnotes

1. C. G. Lee, F. L. Cheesman II, D. B. Rottman, R. Swaner, S. Lambson, M. Rempel, and R. Curtis (2013). *A Community Court Grows in Brooklyn: A Comprehensive Evaluation of the Red Hook Community Justice Center, Final Report*. Williamsburg, VA: National Center for State Courts. <http://goo.gl/ODNyDB>
2. For further information on ensuring a courtroom experience that is responsive to the needs of all litigants on domestic violence cases and consistent with the tenets of procedural justice, check out the following resources: *Procedural Justice: Practical Tips for Courts* (Center for Court Innovation) (available at <http://www.courtinnovation.org/research/procedural-justice-practical-tips-courts>) and *Integrating Procedural Justice in Domestic Violence Cases* (Center for Court Innovation) (available at <http://www.courtinnovation.org/research/integrating-procedural-justice-domestic-violence-cases>)
3. Potential measures of helpfulness include: Does the court's website provide accurate and user-friendly information to court users? Do court staff provide information to court users about how to navigate the building and where to find necessary forms? Are judicial officers familiar with resources available at local social service providers and do they make voluntary referrals when appropriate? See *Measuring Perceptions of Fairness: An Evaluation Toolkit* (Center for Court Innovation 2008) (available at http://www.courtinnovation.org/sites/default/files/documents/P_J_Evaluation.pdf)
4. Culturally Responsive Pedagogy and Practice (National Center for Culturally Responsive Educational Systems 2008) (available at <https://bit.ly/2WgEI6E>)
5. The following are resources on trauma-informed courts: http://www.nasmhpd.org/sites/default/files/JudgesEssential_5%201%202013finaldraft.pdf, <http://www.flcourts.org/resources-and-services/court-improvement/judicial-toolkits/family-court-toolkit/>, <http://traumastewardship.com>

Appendices

A. SEXUAL ASSAULT PROTECTION ORDER BENCH CARD

B. PROCEDURAL JUSTICE BENCH CARD

C. SEXUAL ASSAULT PROTECTION ORDER MONITORING FORM

D. CASE OBSERVATION FORM

E. COURTROOM PROTOCOL FORM

F. TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING

APPENDIX A: SEXUAL ASSAULT PROTECTION ORDER BENCH CARD

SEXUAL ASSAULT PROTECTION ORDERS	SEXUAL ASSAULT PROTECTION ORDERS
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; right: -40px; top: 50%; font-weight: bold;">HEARING BENCH CARD</div> <ul style="list-style-type: none"> ⇒ The rules of evidence need not be applied. ER 1101(c)(4). ⇒ The respondent must be personally served at least 5 days prior to the hearing. If personal service has not been made, the court may continue the hearing for 14 days to require additional attempts at personal service, or the court may continue the hearing for 24 days if it authorizes service by publication or mail. The court shall not require the petitioner to make more than two attempts at obtaining personal service, unless the petitioner requests additional attempts. RCW 7.90.050, RCW 7.90.120. ⇒ Evidence of a petitioner’s prior sexual conduct or reputation is generally inadmissible, and should not be admitted without holding an in camera hearing after the respondent files a written motion 14 days before the hearing. RCW 7.90.080, ER 412. ⇒ If the court finds by a preponderance of the evidence that the petitioner has been a victim of nonconsensual sexual conduct or nonconsensual sexual penetration by the respondent, the court shall issue a sexual assault protection order. RCW 7.90.090(1)(a). ⇒ The court can order that a respondent under age 18 transfer schools after weighing the safety of the petitioner against the burden on the respondent. RCW 7.90.090(3). 	<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; right: -40px; top: 50%; font-weight: bold;">HEARING BENCH CARD</div> <ul style="list-style-type: none"> ⇒ A final SAPO may be granted for up to two years. RCW 7.90.120(2). ⇒ Mutual protection orders are disfavored due to enforcement concerns. ⇒ The court must not deny an order due to any of the following: the minor status of either party; the petitioner did not report the assault to law enforcement; there is no proof of physical injury to the victim; either party was voluntarily intoxicated; or the petitioner engaged in limited consensual touching. RCW 7.90.090. ⇒ All continuances and final orders should be issued on the record. RCW 7.90.120. ⇒ Best practice is to hold SAPOs until the end of the calendar to protect the parties’ privacy when a full hearing will be held due to the sensitive nature of the proceedings. ⇒ The court should minimize contact between the parties by clearly instructing them where to sit/stand before, during, and after their hearings. ⇒ A legal advocate must be allowed to accompany the victim to court. RCW 7.90.060. ⇒ If the respondent is represented, the court may appoint an attorney for the petitioner. RCW 7.90.070.
 <p>A PROGRAM OF KING COUNTY SEXUAL ASSAULT RESOURCE CENTER . KCSARC.ORG</p>	 <p>A PROGRAM OF KING COUNTY SEXUAL ASSAULT RESOURCE CENTER . KCSARC.ORG</p>

APPENDIX B: PROCEDURAL JUSTICE BENCH CARD

Advancing Procedural Justice on Your Protection Order Docket

Procedural justice refers to the perceived fairness of court procedures and interpersonal interactions during the pendency of a case.

Research has shown that when litigants perceive the court process to be fair, they are more likely to comply with court orders and follow the law in the future, regardless of the outcome of their cases.¹ As a judicial officer, you are in a position of authority to advance procedural justice within your courtroom. The checklist below includes practical suggestions that will support the four key components of procedural justice²—1) understanding of legal language, court processes, and expectations; 2) respect; 3) the opportunity to be heard; and 4) neutrality—on your protection order docket.

Courtroom Checklist

- ⇒ **Setting up the courtroom to be accessible and predictable for participants:**
 - **Label seating** in the gallery; petitioners and respondents on **separate** sides
 - Consider having **parties sit/stand as physically far apart as possible** to present their cases
 - Include a **list of cases** outside of the courtroom
 - Ensure that there is **correct signage** about where the calendar will be held
 - **Stagger dismissal** of the parties from your courtroom to minimize potential for interaction
 - Confirm that **security personnel and measures** suitable for potentially high-conflict dockets are in place during the docket, and at least 15 minutes before and after the docket
 - Post a **“check-in” sign** where the parties are required to check in before the hearing

- ⇒ **Setting clear expectations for participants:**
 - **Greet the participants** when you come out to the bench
 - **Notify the gallery about what calendar** you are presiding over and let people know where they can go for more information if they are in the wrong place
 - Review **courtroom rules** regarding conduct and proceedings
 - Announce the **order in which the cases will be called**. Consider the following order:
 1. Cases in which there is **no proof of service**
 2. Cases in which only **one party is present** and the case will be dismissed or a default order entered
 3. Full hearings where **both parties are present** and ready to proceed, holding more sensitive cases (e.g. sexual assault and domestic violence) until the end of the calendar. Consider giving expedited consideration to cases where there is an interpreter or where an attorney is representing either party

PROCEDURAL JUSTICE - FRONT



APPENDIX B (continued)

- State **where the parties will sit/stand to present their cases** when their cases are called and label accordingly
- Notify the parties **where to wait while paperwork is completed.**
- Read **key elements of the relevant statutes aloud** (e.g. definitions, what must be proven by a preponderance)
- **Announce your policy on the application of the rules of evidence** (e.g. if the Court will not consider hearsay, such an announcement affords the parties the opportunity to request a continuance to bring in witnesses or documentation)
- In a **Sexual Assault Protection Order case**, consider **appointing counsel** for the petitioner where a respondent is represented³ to level the playing field
- Inform the parties about **whether the Court reviewed the petition and subsequent filings**
- Announce any **time limits** that the Court will set for case presentation
- When recording a continuance/reissuance, **include detail about the reason why a continuance was granted** so judges presiding over future hearings know the case history
- Demonstrate active listening through **body language** and by **making eye contact** with the parties
- Explain your **rationale for asking questions** of the parties
- When possible, provide explanations using **plain language**

¹ E.g., Paternoster et al. 1997; Tyler and Huo 2002; Gottfredson et al. 2009, see also <http://www.courtinnovation.org/topic/procedural-justice>

² Rossman et al (2011)

³ RCW 7.90.070

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APPENDIX C: SEXUAL ASSAULT PROTECTION ORDER MONITORING FORM



a KCSARC program

SEXUAL ASSAULT PROTECTION ORDER (SAPO) MONITORING FORM

Your name: _____ Date: _____

PARTICIPANT INFORMATION:

Case #: _____ Judge Commissioner Pro Tem: _____

Petitioner: _____ Respondent: _____

What was the petitioner's gender? M F What was the respondent's gender? M F

What was the petitioner's apparent race/ethnicity? African Asian/Pacific Islander Caucasian
 Hispanic/Latino Native American Middle-Eastern/Arab Other Unknown

What was the respondent's apparent race/ethnicity? African Asian/Pacific Islander Caucasian
 Hispanic/Latino Native American Middle-Eastern/Arab Other Unknown

Did the petitioner appear to understand English? Yes No Can't tell

Did the respondent appear to understand English? Yes No Can't tell

Was an interpreter present? Yes No If yes, what language? _____

Did any party have a visible disability? Yes No If yes, who/what disability? _____

What is the relationship between the petitioner and the respondent? _____

Was an attorney present for the petitioner? Yes No Name: _____

Was an attorney present for the respondent? Yes No Name: _____

Was an advocate present for the petitioner? Yes No Name: _____

COURTROOM ENVIRONMENT:

Where did you monitor this proceeding? Seattle Courthouse Regional Justice Center

Was there a list of cases posted outside the courtroom? Yes No

Was the SAPO calendar separated from the anti-harassment calendar? Yes No

Did anyone ask who you were and/or why you were in court? Yes No

HEARING:

What time did this hearing begin? _____ What time did it end? _____

Was the SAPO on behalf of a child under age 16? Yes No Unsure

Was the respondent a minor? Yes No Unsure

Was there a discussion of the violence that led to the petitioner's request? Yes No

If yes, please describe. _____

Did the judge ask whether the petitioner called the police? Yes No N/A

Did the judge ask whether there was an ongoing criminal investigation? Yes No N/A

If the respondent was pro se, did he/she cross examine the petitioner? Yes No N/A

Did the judge advise the respondent of his/her 5th Amendment rights? Yes No N/A

APPENDIX C (continued)

Did the respondent plead the 5th? Yes No N/A

If the respondent was represented by an attorney, did the judge appoint counsel for the petitioner or give him/her a chance to obtain counsel? Yes No N/A

Did the judge ask whether respondent contacted petitioner since the assault? Yes No N/A

If there was a hearing, what evidence was presented to the court? Testimony from the parties

Testimony from witness: _____ Other: _____

Did the judge show empathy toward the petitioner? Yes No

Please explain: _____

What was the outcome? Granted after hearing Dismissed after hearing Hearing continued

Dismissed- petitioner absent Granted- respondent absent Stricken- both parties absent

If the order was issued, what relief was granted to the petitioner? _____

If the order was issued, what instructions did the judge give to the respondent? _____

If the order was not issued, did the judge explain why? Yes No N/A

If yes, what was the explanation? _____

If the order was continued, did the judge explain why? Yes No N/A

If yes, what was the explanation? _____

If the order was continued, did the judge extend the temporary protection order?

Yes No N/A What is the new hearing date/time? _____

SAFETY ISSUES:

Were the parties left alone together at any time during the hearing? Yes No Unknown

Where were the parties seated in the courtroom before their case was called? _____

Was there any interaction between the petitioner and respondent (e.g. talking, glaring, touching)?

Yes No Unknown If yes, please describe: _____

Was there a security officer present in the courtroom during the SAPO hearing? Yes No

Did anything else happen that raised safety concerns for you? Yes No Maybe

Please describe: _____

PLEASE NOTE ADDITIONAL OBSERVATIONS BELOW: Write direct quotes as often as possible and indicate quotes with quotation marks. Please document the time that the comment was made as this allows us to listen to the recording. Write down positive assessments as well!

APPENDIX D: CASE OBSERVATION FORM

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ST. LOUIS END VIOLENCE AGAINST WOMEN NETWORK- COURT WATCH PROJECT
ST. LOUIS CITY/COUNTY CIVIL COURTS

CASE OBSERVATION (REV. 2019)

Monitor #: _____ Court Division #: _____ Date: _____ Judge: _____

Full Hearing Default (Respondent did not appear)

1. Use one form for each case. **Please leave no blanks.**
2. Please check YES or NO, I/A for Inaudible, N/A for not applicable, UNK for unknown.
3. If explanation is needed, please make note in the lines below item number. Write direct quotes as often as possible and indicate with quotation marks. **Write down positive assessments as well.**

Item	YES	NO	I/A	N/A	UNK
LITIGANT SUPPORT					
1. Was the Petitioner represented by an attorney?					
2. Was the Respondent represented by an attorney?					
3. If Petitioner needed a language interpreter was one available? (mark n/a if one was not needed)					
4. If Respondent needed a language interpreter was one available? (mark n/a if one was not needed)					
5. Was Batterers Intervention Program or Substance Abuse treatment discussed?					
JUDICIAL MANNER					
6. Did the judge treat the Petitioner with respect? (e.g., eye contact, attentiveness, tone of voice)					
7. Did it appear that the Petitioner was given a chance to provide testimony and be heard?					
8. Did the judge treat the Respondent with respect? (e.g., eye contact, tone of voice, attentiveness)					
9. Did it appear that the Respondent was given a chance to provide testimony and be heard?					
10. Was a Full Order of Protection granted? If not enough evidence to support the elements of the adult abuse statute, please circle - insufficient evidence . If you heard testimony of abuse/stalking, please note remarks heard.					
11. Did the judge explain the ruling and elements of the order in plain language to the Petitioner and/or Respondent?					
12. Was there a discussion about firearms or firearm retrieval?					
13. Were consequences of breaking the order explained to the Respondent?					

APPENDIX D (continued)

	YES	NO	I/A	N/A	UNK
COURTROOM SAFETY (full hearings only)					
14. Was precaution taken to ensure the separation of this Petitioner and Respondent before the proceedings? (were they sitting on opposite sides of room when they stood up to approach bench)					
15. Did the bailiff stand near the parties during testimony (City)? Or were the parties seated at tables (County)?					
16. Was precaution taken to ensure the separation of Petitioner and Respondent immediately after testimony as they waited for paperwork?					
17. Was the Respondent held in the courtroom to allow the Petitioner time to safely leave the courtroom?					
18. Overall, was the Bailiff attentive during this hearing? (Circle one) 1) – not at all 2) – somewhat 3) – mostly 4)– very	1	2	3	4	
19. In your opinion, did the proceedings seem controlled, efficient and serious in nature? (Circle one) 1) – not at all 2) – somewhat 3) – mostly 4)– very	1	2	3	4	

Additional Notes (quotes from testimony or observations are helpful):

APPENDIX E: COURTROOM PROTOCOL FORM

ST. LOUIS END VIOLENCE AGAINST WOMEN NETWORK- COURT WATCH PROJECT
ST. LOUIS CITY/COUNTY CIVIL COURTS

COURTROOM PROTOCOL (REV. 2019)

Monitor #: _____ Court Division #: _____ Date: _____ Judge: _____

Only one of these forms needs to be completed per day for the Division you monitor.

COURTROOM PROTOCOL				
Task	YES	No	N/A	UNK
1. What time was the docket scheduled to start?				
2. What time did Judge take the bench?				
3. Were parties separated to different sides of the courtroom as they entered? (either by bailiff instructing them, during check in, sign posted, etc?)				
4. Were all the names on the docket called before individual cases were brought to the bench?				
5. Did the judge explain any parts of the court process to the parties before the hearing, or what to expect?				
6. Did you see advocates approach or speak to Petitioners prior to court starting or their cases being heard?				
7. Were advocates accessible throughout the court proceedings?				
8. Were No service/No return cases either handled first (county) or handled on the side by the clerks (city)?				
9. Did it appear that cases with one party (defaults) were called up to the bench before cases with two parties (full hearings)?				
10. Did the judge call the Respondent's name before proceeding as a default?				
11. Was there a bailiff in the courtroom at all times?				
12. How closely was the bailiff monitoring the courtroom? (see scale below, note any specific behaviors to support) Circle one	1	2	3	4
1) – not at all 2) – somewhat 3) – mostly 4) – very				

Total # of default hearings monitored: _____ Total # of Full Hearings monitored: _____

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING



Tip Sheet for Planning Court-Based Domestic Violence Training

ABOUT THIS GUIDE

Providing domestic violence training for court staff and justice-system practitioners is a critical component of an effective response to domestic violence, but it is not always obvious how to create local trainings that complement state and national efforts and lead to desired changes in system processes and outcomes. Training alone is not sufficient to enhance court and community responses to domestic violence, and is but one component of a broader plan of action. Nonetheless, training is an essential tool for improving practices, addressing emerging needs and challenges, and ensuring that agencies maintain high standards of service despite turnover in personnel. This tip sheet is designed for court administrators, managers, judges, advocates, and other stakeholders looking to implement effective training for judicial and non-judicial personnel. It is intended to promote consistency and best practices in training and guide jurisdictions in thinking about effective training strategies.

Know Your Audience

1. Envision your target audience:
 - Who are you looking to train? What are their professional roles?
 - What do you want them to know?
 - What do you want them to do differently?
 - How are you going to reach this audience?
2. Get buy-in by including potential training participants in your planning process

This project was supported by Grant No. 2015-TA-AX-K023 awarded by the Office on Violence Against Women. The opinions, findings, conclusions, and recommendations expressed in this program are those of the authors and do not necessarily reflect the views of the U.S. Department of Justice.

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

Assess Your Training Needs

1. Consider using multiple approaches to identify gaps in the systems' response and corresponding training needs:
 - Create a multi-disciplinary, multi-agency training planning committee
 - Create a survey and distribute it in various ways, such as online, through agency listservs, via domestic violence court resource coordinator contact lists, and at stakeholder and task force meetings (sample survey, attached Appendix A)
 - Convene focus groups of diverse stakeholders, including non-traditional stakeholders such as educators, mental health professionals, and clergy, to discuss training needs throughout the community, identify emerging topics and themes, and learn about preferred training formats and scheduling
 - Assess survivor experiences with the system, including survivors who did not use the court process, through focus groups, interviews, and/or litigant surveys
 - Review court data, i.e. how often protection orders are granted and dismissed, ancillary relief issued, rates of service, and criminal case outcomes, to identify strengths and gaps in the current system's response
 - Review pleadings to reveal possible gaps in litigants' understanding of forms and processes and to identify training topics to address any gaps in training of court staff and those assisting litigants
 - Conduct a court walk-through and court observation to assess the process from the litigant's perspective
2. Consider whether identified system gaps are systemic issues or personnel issues, and whether each gap would be addressed most effectively through training, other strategies (e.g., roundtable discussions, peer-to-peer mentoring, individual coaching/guidance, etc.), or a combination of approaches
3. Conduct training needs assessment on an annual or semi-annual basis

Plan Your Training

1. Develop your curriculum:
 - Identify learning objectives and teaching points
 - Incorporate multiple, effective adult learning strategies
 - Ensure that teaching methods are interactive and use varied approaches to engage all participants (types of learning activities, attached Appendix D)
 - Consider a "backward design" process in which you clarify what you hope to achieve with the training, including specific changes in practice, before creating the curriculum

APPENDIX F (continued)

2. Identify and secure faculty:
 - Use local domestic violence experts as training faculty whenever possible, either on their own or paired with a national expert
 - Consider using faculty from different disciplines (i.e. educators, mental health professionals, clergy), and pairing faculty into interdisciplinary training teams
 - Consider that participants may prefer to learn from their peers (i.e. use judges to train judges)
 - Use technical assistance providers to help identify faculty
3. Consider your budget:
 - Create a budget for your training (sample budget breakdown, attached Appendix B)
 - Identify sources of funding in your training needs focus groups
 - Identify potential in-kind donations to reduce costs (e.g., training space, copying)
 - Explore options for grant funding to cover training costs
 - Consult with a technical assistance provider to brainstorm additional funding sources
4. Develop a workplan (sample workplan, attached Appendix C):
 - Send out a “save the date” notice at least two months in advance, with consideration given to how much lead time is needed given the court’s calendar
 - Develop registration materials that ask for information about participant needs (including accessibility and language access) and gather training sub-topics based on the knowledge, experience, and interests of participants
 - Create a detailed/annotated training agenda for faculty and a participant sign-in sheet
 - Submit required documents for continuing education credit, as needed
 - Ask faculty to submit all materials at least two weeks in advance
 - Assist with faculty travel and accommodations
 - Require that participants register at least two weeks in advance
 - Plan for distribution of handout materials online and/or in hard copy
5. Select the location of the training
 - Secure a training space that accommodates the expected number of participants, has a layout that’s conducive to the format(s) of the training (ie. lecture, small group work, breakout sessions), and offers the requisite technology
 - Ensure accessibility for participants with special needs. For more information, see resource from Vera Institute of Justice at:
<http://archive.vera.org/pubs/accessible-events-people-with-disabilities-deaf-individuals>.
6. Prepare and practice for the training
 - Schedule planning calls with the faculty to plan the content and discuss logistics, and convene an in-person faculty meeting immediately prior to the training event
 - Gather flip charts, markers, and any other needed supplies
 - Designate time to set up the training space and test electronic equipment
 - Do a practice run to ensure that all equipment works properly

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

Evaluate Training Outcomes

1. Use post-training surveys to assess whether participants' needs were met and to identify topics and formats for future training programs
2. Incorporate action planning into your training and follow up with participants to assess changes in participants' practice and their implementation of what they learned
3. Convene follow-up focus groups to assess the impact and effectiveness of the training in terms of systems' response and survivors' experiences
4. Use interviews and focus groups with survivors to assess changes in perceptions/outcomes
5. Continue to review court data and conduct court walk-throughs and court observation to identify system improvements and gaps

Technical Assistance

The Center for Court Innovation has developed this tip sheet to assist communities in developing effective domestic violence training programs. This tip sheet is not intended to be comprehensive, but rather to outline important considerations in your planning process.

FOR MORE INFORMATION:

For further information and resources, and for technical assistance regarding domestic violence training and other system responses to domestic violence, please contact Tamara Chin Loy at dvinfo@courtinnovation.org.

ACKNOWLEDGMENTS:

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APPENDIX F (continued)

APPENDIX A



Survey: Domestic Violence Training Needs

ABOUT THIS SURVEY

The purpose of this survey is to learn about what types of domestic violence training you think would be most helpful to you, to your agency, and to the system responders in your community. All responses to this survey will be kept confidential and used solely for planning training events.

1. What is your professional role? Check all that apply.
 - Judge
 - Court Staff
 - Prosecutor
 - Defense Attorney (Criminal)
 - Civil Attorney
 - Attorney for the Child
 - Law Enforcement
 - Probation
 - Parole
 - Victim Advocate—Community-Based
 - Victim Advocate—Justice System-Based
 - Supervised Visitation Provider
 - Child Welfare
 - Batterer Program Staff
 - Mental Health Treatment Provider—Adults
 - Mental Health Treatment Provider—Children
 - Substance Abuse Treatment Provider
 - Court-Appointed Special Advocate/Guardian ad Litem

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

- Government Official
- Cultural/Religious Leader
- Medical Professional
- Other _____

2. For how many years have you been working on domestic violence cases in a professional capacity? _____

3. With which of the following types of clients do you primarily work? Check all that apply.

- Adult Victims of Domestic Violence
- Teen Victims of Domestic Violence
- Adult Perpetrators of Domestic Violence
- Teen Perpetrators of Domestic Violence
- Victims of Domestic Violence Charged with Crimes (Victim-Defendants)
- Children Exposed to Domestic Violence
- Not Applicable—I don't work directly with clients

4. What are the 3 biggest barriers to safety and justice for victims of domestic violence in your community? _____

5. What are the 3 biggest barriers to offender accountability in your community?

APPENDIX F (continued)

6. What are the 3 biggest strengths in your community's response to domestic violence?

7. Have you ever participated in domestic violence training?

If 'No,' skip ahead to question #10.

Yes

No

8. What topics did the domestic violence training address?

9. What was the most helpful domestic violence training you've participated in, and why?

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

10. Considering the system gaps you described above, please indicate which of the following training topics you think would be most helpful to you/your agency and/or for the system more generally by placing an 'X' in the corresponding boxes.

TRAINING TOPICS	FOR ME/ MY AGENCY	FOR THE SYSTEM
DOMESTIC VIOLENCE FUNDAMENTALS		
Dynamics of Domestic Violence		
Understanding Victims' Experiences		
Understanding Perpetrators		
Offender Accountability and Intervention		
Sexual Violence in Intimate Relationships		
How Children Experience Domestic Violence		
Substance Abuse, Mental Illness, and Domestic Violence		
Animal Welfare and Domestic Violence		
Trauma-Informed System Response		
Coordinated Community Response to Domestic Violence		
Culturally Competent Systems' Response		
Firearms and Domestic Violence		
JUSTICE SYSTEM RESPONSE		
Law Enforcement Response to Domestic Violence		
Court Response to Domestic Violence		
Prosecution of Domestic Violence		
Community Corrections Response to Domestic Violence		
Child Welfare Response to Domestic Violence		
Attorney Response to Domestic Violence		
Court Safety and Security		
Procedural Justice in Domestic Violence Cases		
Custody and Visitation Decision-Making		
Supervised Visitation and Domestic Violence		
SKILL-BUILDING		
Risk and Lethality Assessment		
Screening and Assessment with Adults		
Screening and Assessment with Children		
Interviewing Skills		
Safety Planning with Victims and Children		
Protection Order Practice		

APPENDIX F (continued)

Mental Health Treatment with Adult Victims		
Mental Health Treatment with Children		
Crisis Intervention		
Connecting Families with Community Resources		
Prevention of Domestic Violence		
Trial and Litigation Skills		
SPECIAL POPULATIONS		
Domestic Violence in Military Families		
Ensuring Access for Limited English Speakers		
Teen Dating Violence		
Abuse in Later Life		
Sex Trafficking, Prostitution, and Domestic Violence		
Domestic Violence Among Persons with Disabilities		
Collaboration with Tribal Nations		
Battered Women Defendants/Women's Use of Force		
Domestic Violence in LGBTQ Relationships		
Domestic Violence in Rural Communities		
Cultural Responsiveness/Creating Welcoming Services		
OTHER TRAINING IDEAS		
Other:		
Other:		
Other:		

11. Which of the following training formats do you prefer? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> In-Person Training | <input type="checkbox"/> Reading/Media Discussion Group |
| <input type="checkbox"/> Webinar | <input type="checkbox"/> Profession-Specific (for example, training open to prosecutors only) |
| <input type="checkbox"/> Online Training Website | <input type="checkbox"/> Multidisciplinary (training open to everyone) |
| <input type="checkbox"/> Professional Conference | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Lecture | _____ |
| <input type="checkbox"/> Small-Group Exercises | |
| <input type="checkbox"/> Facilitated Discussion | |
| <input type="checkbox"/> Peer-to-Peer Learning | |

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

12. Does your agency have funds to support your participation in training events?

- Yes
- No
- Not Sure

13. At which time(s) of the day are you most able to participate in training events? Check all that apply.

- Weekday Mornings
- Weekday Lunchtime
- Weekday Afternoons
- Weekday Evenings (5 PM or later)
- Weekends

14. Do you need continuing education credits? If 'No,' skip ahead to question #16.

- Yes
- No
- Not Sure

15. For which profession(s) do you need continuing education credits? Check all that apply.

- Law
- Social Work
- Mental Health Counseling
- Credentialed Alcoholism and Substance Abuse Counselor (CASAC)
- Nursing
- Other: _____

16. Are there any accommodations that would support you in participating in the training?

Check all that apply.

- Spoken Language Interpreter; Specify Language: _____
- American Sign Language (ASL) Interpreter
- Accessible Training Facility; Please specify: _____

APPENDIX F (continued)

- Closed Captioning
- Other: _____
- No accommodation needed at this time

17. Are you interested in providing domestic violence training to colleagues? If 'No,' skip ahead to question #19.

- Yes
- No
- Maybe

18. On which domestic violence topic(s) would you be able to provide training?

19. Are there any local colleagues/partners who you recommend to provide domestic violence training? If so, please provide their name(s) and recommended training topics.

Thank you for your responses. If you have questions about this survey, or additional thoughts or ideas regarding domestic violence training, please contact: _____
at _____.

**This project was supported by Grant No. 2015-TA-AX-K023 awarded by the Office on Violence Against Women. The opinions, findings, conclusions, and recommendations expressed in this program are those of the authors and do not necessarily reflect the views of the U.S. Department of Justice.

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

APPENDIX B

Budget Breakdown: Considerations and Tasks

In preparation of a meeting grantees may want to consider the following items in order to prepare a budget:

Hotel needs: <ul style="list-style-type: none"> • Per diem of city lodging • Rooming nights needed • Paid participant/faculty/consultants 	
Meeting Room costs and AV needs: <ul style="list-style-type: none"> • Meeting room needs and allowances <ul style="list-style-type: none"> • Room set-up • Projector, Sound equipment, microphones 	
Consultant Fees: <ul style="list-style-type: none"> • How many consultants @ \$650/day • Memo or exceptions to \$650/day fee? 	
Travel costs: <ul style="list-style-type: none"> • Faculty/Consultants travel <ul style="list-style-type: none"> • Flights • Taxi fare to and from airports • Per diem • Additional costs? 	
Materials: <ul style="list-style-type: none"> • Copy costs • Supplies • Folders • Name badges/table tents 	
Shipping: <ul style="list-style-type: none"> • Off-site potential shipping costs of materials 	



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APPENDIX F (continued)

APPENDIX C

Meeting/Training Tasks

When a meeting has been approved, the following are the steps from the day a meeting is approved to the week after the meeting has concluded. These steps include registration, accounting, material preparation, and what to do upon conclusion of meeting:

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Fill out Program File and turn in			
Create event in iMIS			
Create a meeting folder on the K: drive			
If registration, Create Registration Binder with A-Z tabs, Cover & Spine			
Create a timeline for receiving materials & sending out shipment (Calculate timeline to allow for 20 day standard approval time for OVW)			
Approach staff attending program and make sure they have filled out a travel request (Once meeting/training is approved)			
Obtain Information Sheets and housing forms from CTM			
Fill out travel requests for Faculty/Paid Participants and turn in to CTM (include memo for any special authorization)			
Prepare Faculty Consulting Agreements with justifications & turn in			



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APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Create/Format Participant, Faculty & Scholarship Confirmation Letters/Emails			
Register all attendees in iMIS			
Confirm Participants and Faculty			
Order Necessary Supplies (If need PO, request quote for materials and request PO number before ordering)			
Send housing forms to Guest pays own and NCJFCJ staff			
If resource materials, get permissions to reprint			
Accessibility needs met			Interpreters? Listening Devices? Materials in larger font?
Create jump drive or website with resources			
Draft/Obtain Agenda			
Create Participant/Faculty/Staff Lists			
Create Faculty Biographies			
Print Agenda, Participants/Faculty/Staff Lists/Biographies			
Print Supplemental Materials			Materials are:
Follow up with lead staff for FINAL curriculum, PowerPoint and handouts			
Print Curriculum			
Print PowerPoint and Handouts for faculty			
Print Handouts for Participants and place in individual, labeled folder			
Print PowerPoint for participants			
If video clips, put on jump drive for shipping			
Create/Format/Edit Table Tents			

APPENDIX F (continued)

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Print Table Tents			
Create/Format/Edit Name Badges			
Print and Assemble Name Badges			
Print Folder Labels and Adhere			
Create/Print Note Pages			
Print Restaurant List (obtain from CTM)			
Assemble Folders			
Prepare Publications to be shipped			
Enter Publications sent into TA database			
Obtain Faculty and Paid Participants travel expense vouchers from CTM			
Copy Travel Policy			
Timekeeping cards			
Check out Travel Kit			Make sure it includes shipping tape
Flip Charts (if needed)			
Flip Chart Markers			
Request Fed-Ex Return Purchase Order Number			
Fill out and pack Fed-Ex return labels & holders (pack extra blank return labels)			
Create Registration Check-in List			
Check out AV equipment			
Prepare Shipment by boxing materials and weighing - complete and ship with Fed Ex or UPS			
Save meeting folder to jump drive			
Create shipment list			Give to on-site staff

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

UPON RETURN

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Unpack boxes			
Update program file with FINAL agendas, participant list, shipment list, letters, correspondence and training numbers			
Transcribe up evaluations			
Update TA Database with returned publications			
Send grants analyst supply list used for this meeting and purchase order numbers for supply orders			

APPENDIX F (continued)

APPENDIX D

Types of Learning Activities

TYPE	BEST USES	AUDIENCE STATUS	SPECIAL ASPECTS	FOR BEST RESULTS	USE OF AUDIO-VISUAL
LECTURE (including panel of individual presenters)	<ul style="list-style-type: none"> Mini-lecture only (20 minutes or less) to: Set up framework of concept/analysis Summarize group work and apply to concept/analysis Deliver concluding (learning) points 	<ul style="list-style-type: none"> Passive listening—defies observation & complicates evaluation Reaches only one learning style preference Attention spans limited 	<ul style="list-style-type: none"> Ignores experience of learners May bore learners if lengthy or a panel of lecturers Presumes that “coverage” = learning Can imply superiority of speaker 	<ul style="list-style-type: none"> Use only as a mini-lecture, with absolute 20 minute maximum Make it interactive—ask and allow questions Follow with interactive activity to apply information, unless using as brief closure/transition 	<ul style="list-style-type: none"> In large group (18+), use microphones; Use PowerPoint slides, videos, etc. In small group, can use any of above plus flip charts for visual support
SMALL-GROUP LEARNING ACTIVITY (e.g., discussion, exercise, problem-solving)	<ul style="list-style-type: none"> To integrate: Learners’ experiences Individual knowledge Specific perspectives Consensus on issues Responses & reactions—evaluation 	<ul style="list-style-type: none"> Every individual participates Creates shared ownership in educational outcomes Potentially reaches multiple learning styles 	<ul style="list-style-type: none"> Learners can practice using information provided Practical framework better addresses adult education needs Can use with large audiences seated as small working groups Faculty and learners have greater exchange of ideas 	<ul style="list-style-type: none"> Write concrete, specific learning objectives Prepare and give precise, written instructions Allocate time to specific activities and monitor Use optimal working groups of 8 (no fewer than 5, no more than 9) Follow with structured, large-group discussion & concluding points (with or w/o reports) 	<ul style="list-style-type: none"> In large group (18+) use work tables of 8 learners & mics Use PowerPoint, slides, video, slides, (flip charts acceptable in small groups) Give each small work group flip chart to record work & report back (if reports are included).
DEMONSTRATION (can include in small-group activity)	<ul style="list-style-type: none"> To model new skills or best (promising) practices 	<ul style="list-style-type: none"> Active interest Can include active learner involvement and investment in program 	<ul style="list-style-type: none"> Can reduce tension about attempting new methods Can create greater incentive to emulate best methods 	<ul style="list-style-type: none"> Set the context for learners & stay in role Provide, written, scripted roles for each faculty or learner volunteer actor 	<ul style="list-style-type: none"> Use microphones for actors and for participant/faculty comments Additional visual aids needed for demo

APPENDIX F: TIP SHEET FOR PLANNING COURT-BASED DOMESTIC VIOLENCE TRAINING (continued)

TYPE	BEST USES	AUDIENCE STATUS	SPECIAL ASPECTS	FOR BEST RESULTS	USE OF AUDIO-VISUAL
ROLE PLAY OR OTHER EXPERIENTIAL ACTIVITY (can incorporate Small-Group Learning Activity or Demonstration)	<ul style="list-style-type: none"> To assess learners' levels of knowledge and experience To appreciate different personal experiences As issue spotting activity to begin 2-3+ day program See other Best Uses under Small-Group Learning Activity above. 	<ul style="list-style-type: none"> Learners involved actively in learning If used early, builds relationships quickly among previously unacquainted learners Creates trust among learners & faculty Potentially reaches multiple learning styles 	<ul style="list-style-type: none"> Learners can apply new information with little risk Eases participation by more introverted learners because assigned role Some learners complain; few refuse to play role 	<ul style="list-style-type: none"> Write concrete, specific learning objectives Prepare and give precise, written instructions for exercise and scripts for actors Allocate time to specific activities and monitor Follow with structured discussion & conclude with summary or mini-lecture 	<ul style="list-style-type: none"> In large group (18+) with work tables, use microphones. For visual support, use PowerPoint, videos, slides. Flip charts acceptable visual support for small groups Give each small work group flip chart to record work (& report back)
INDIVIDUAL ACTIVITY	<ul style="list-style-type: none"> To reflect on particular issues & their resolution To develop individual plans of action To apply new information 	<ul style="list-style-type: none"> All learners are part of the program Creates individual ownership of results 	<ul style="list-style-type: none"> Reaches half of learning styles (reflective) Interchange with more interactive learning activities Strive to use at least once because infrequently included 	<ul style="list-style-type: none"> Give clear instructions for individual work Ask learners to share results of individual work for comments by faculty & other learners Conduct structured discussion & provide closure 	<ul style="list-style-type: none"> Instructions on PowerPoint slides, handouts, or flip charts (in small group) Use microphones for participant report back & faculty conclusion
DEBATE AND DISCUSSION	<ul style="list-style-type: none"> To show controversy and diversity To provoke discussion Always incorporate clear, unequivocal faculty conclusion 	<ul style="list-style-type: none"> Varies with structure of arguments, from passive (faculty structured) to active (learner structured) Potential to reach multiple learning styles 	<ul style="list-style-type: none"> Requires a moderator Moderator must carefully monitor time and always preserve time allotted for learner questions and comments 	<ul style="list-style-type: none"> Clearly define objectives and share with debate presenters and learners If panel, strictly monitor time for arguments and questions Engage all panelists in answering learners' questions 	<ul style="list-style-type: none"> Microphones for panelists and in audience for learners' questions & comments Use standard visual aids to illustrate panelists' points

Prepared by Michael W. Runner, JD, Family Violence Prevention Fund, based in part on Curriculum, Program, and Faculty Development: Managing People, Process, and Product, Waldrop and Conner, 1994, JERITT.

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