



# Adolescent Developmental Approach

## Hallmark 5: A Genuine Commitment to Fairness Checklist

### Goal of This Checklist

To help service providers determine whether they are on track with adopting each hallmark of the Developmental Approach, which strives to focus on helping youth avoid formal legal involvement unless necessary to ensure accountability or protect public safety. This initiative includes striving to keep youth in their communities and providing the services and interventions needed to support prosocial development of adolescents.

### Brief Overview

- Treating youth fairly throughout the administration of justice is important.
- The perception of fair treatment contributes to prosocial development (i.e., moral development, belief in the legitimacy of the law, and legal socialization processes).
- Prosocial development creates a framework for youth to build on their decision-making process and care about the rights, feelings, and welfare of others.
- The perception of fair treatment, prosocial development, and maintaining the standards and levels of accountability for the American judicial system all help promote positive legal socialization.
- Positive legal socialization can also be achieved by working with youth to eliminate antisocial behaviors while they are in the adolescent phase (e.g., instilling accountability through restorative justice practices, engaging youth in understanding the consequences for their actions and the implications for others they interact with, and internalizing legal rules and norms).

| Have you done the following things as part of Hallmark 5?   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 1. Considered the ways that personal experience affects the development of adolescents' perceptions of the legal process?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Recognized that positive perception of the legal system is more likely to be influenced by peers than formal figures of the youth justice system?                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Understood that adolescents are hypersensitive to perceived unfairness and perceptions of being mistreated by authority figures?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Considered that the adolescent phase is a great stage to eliminate antisocial behaviors, promote positive prosocial development, and promote respect for the law before adulthood? | <input type="checkbox"/> | <input type="checkbox"/> |

| Have you done the following things as part of Hallmark 5?  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 5. Recognized that adolescents who view discipline as fair are far more likely to internalize prosocial values?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Determined whether a specific course of action is punitive or provides opportunities for prosocial development, support, and services tailored to the youth?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Considered whether a specific course of action is fair?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Understood that minority adolescents may avoid, resist, or disobey law enforcement officers because they perceive them to be verbally abusive, disrespectful, and utilizing excessive force?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Assessed whether the adolescent was provided with competent legal counsel?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Examined the relationship between minority communities and police in your jurisdiction?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Explored the types of public education and outreach activities in your community to provide information about the youth justice system and its operations?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Considered approaches or programs like law-related education (LRE) to promote positive legal socialization in youth?<br><br>If yes, please check each of the following that apply:<br><input type="checkbox"/> Explored how your organization can teach children about law-related topics.<br><input type="checkbox"/> Organized or participated in events led by students (e.g., youth courts, moot courts, mock trials, peer mediations).<br><input type="checkbox"/> Made LRE materials available to youth.<br><input type="checkbox"/> Collaborated with other teachers and legal professionals to engage in discussions and activities with youth in school as well as outside school.<br><input type="checkbox"/> Participated in delinquency prevention activities. | <input type="checkbox"/> | <input type="checkbox"/> |

Please describe how you have used elements of Hallmark 5 in your provision of services.

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## Follow-Up Questions

What challenges have you experienced?

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Would you like training or technical assistance (TTA) in any of these areas? If so, please indicate the desired TTA area.

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## Legal Parameters of Hallmark 5: A Genuine Commitment to Fairness

- Specifying in the statute how a youth’s family background, as well as their physical and mental health will be considered **at each point of contact** in the justice process.
- Specifying in the statute the process the court system will implement to ensure youth are provided adequate legal counsel, understand the implications of court proceedings, and actively engage in court proceedings.
- How will community-based programs, schools, and the justice system collaborate to form partnerships to benefit youth in prevention and diversion programming?