



*Fourth Judicial District of the State of Minnesota
Fourth Judicial District Research Division*

Juvenile Court Fairness Study

Prepared by:

*Deborah A. Eckberg, Ph.D.
Project Director and Principal Research Associate*

*Marcy R. Podkopacz, Ph.D.
Research Director*

*Keri Zehm
Research Analyst*

August 2004

Juvenile Court Fairness Study

Acknowledgements

This study would not have been accomplished without the help of a number of people. The Juvenile Court bench was completely involved in the design of this study, from the earliest conceptual stages, through the entire execution. Presiding Judge Denise Reilly, in particular, was a delight to work with on this study, giving the “Presiding Judge” advisory, helping us troubleshoot problems as they arose, and maintaining close contact with us every week we were in juvenile court. Assistant Presiding Judge Skip Lefler helped us by standing in at times for Judge Reilly when the Presiding Judge was to give the advisory. We would also like to thank the judges’ and referees’ staff – both clerks and court reporters – who made us feel welcome in their courtrooms and assisted us with basic calendar logistics whenever they could. In addition, we appreciate the wonderful job Judge Jeanne Graham did in writing the advisory scripts for both courtrooms.

We would like to thank Anna Lamb, Administrative Supervisor of Juvenile Court, who helped us plan the study, and Leana Reese, Court Operations Supervisor, who was our liaison to the court on a daily basis. Both Anna and Leana made sure we had each days’ calendars ahead of time, gave (or had their staff give) the administrative advisories, and worked with us to ensure each morning at juvenile court went as smoothly as possible.

We feel fortunate to have had a Chief Judge who not only supported the research we do, but actively pursued a research agenda during his tenure. In this case, it was former Chief Judge Kevin Burke’s idea to begin to study fairness in our courts, and he moved the study forward whenever he had the opportunity.

We would also like to acknowledge the help of Professor Larry Heuer, who helped us design the surveys, and consulted with us through the entire process. In the case of the juvenile court study, Larry was able to attend planning meetings with the juvenile court bench, which made the process go even more smoothly.

Finally, we were blessed to have an exceptional staff of student Research Assistants to conduct the Juvenile Court surveys. Jenny Becker, Jessica Hartman, Ryan King, Gina Kubits, Duane Rosen, and Gabriel Schlake did an exceptional job of collecting these data.

***Hennepin County District Court
Fourth Judicial District Court of Minnesota***

Juvenile Court Fairness Report: Executive Summary

Background

- Prior research tells us that satisfaction with the court process has more to do with fair treatment than with favorable case outcomes. In addition, litigant satisfaction leads to viewing court authority as legitimate, which in turn leads to increased compliance with court orders.
- Increasing compliance can lead to increased victim safety, a de-escalation of a juvenile delinquency career, and a reduced workload in the justice system.

Research Design

- District Court Research randomly assigned one of four different experimental conditions to each morning on the delinquency and trial calendars in juvenile court: (1) a full advisory script read to defendants and their parents/guardians at the beginning of the day by the judge handling the calendar, (2) the same advisory read by a different judge, (3) the same advisory read by an administrative staff person, or (4) no advisory.
- Research staff observed courtroom proceedings to record hearing related information.
- Following each hearing, research staff interviewed juveniles and their parents/guardians outside the courtroom.

Results of Quantitative Analysis

- Overall, juvenile court defendants and their parents/guardians feel they are being treated fairly by judicial officers.
- Parents/guardians gave significantly higher fairness ratings than did juveniles.
- The highest fairness scores were given by both juveniles and their parents when the person giving the advisory was the judicial officer handling the calendar. This was especially true for the parent/guardian surveys.
- We found that having the advisory read by an administrative staff person actually made juveniles and their parents feel *less* satisfied with how they were treated in the courtroom.
- Our data replicated prior research in that perceptions of fair treatment explained more of the variation in respondent satisfaction with the court system than did the actual outcome of the case.
- Respondents who gave high fairness ratings were also more likely to say they would comply with the court orders.
- Although we had a short amount of time to assess compliance with court orders, we found compliance rates (i.e., lack of new charges) to be nearly 80% at six month follow-up.

Results of Qualitative Analysis

- Most responses to the open-ended questions were positive.

- Without specific prompting, litigants volunteered that the judicial officer was “fair.”
- Negative comments from both juveniles and parents/guardians mostly had to do with waiting time, and a need for more information about the procedure in juvenile court.

Table of Contents

Acknowledgements	2
Executive Summary	3
Introduction to the Study of Fairness	7
Prior Research	7
The Fourth Judicial District of Minnesota: Four Different Fairness Studies	7
Background of Juvenile Court Fairness Study	8
Delinquency Arraignment and Trial Calendars	8
Juvenile Court Fairness Study Research Design	9
What is an Experimental Design?	9
How was an Experimental Design Applied to Juvenile Court Hearings?	9
The Survey Process	10
Implementation of the Experimental Design	11
Results of Quantitative Data Analysis	12
Demographics	12
Hearing Related Data	16
Assessments of Fairness	16
Univariate Analysis	17
Factor Analysis	18
Bivariate Analysis	19
Correlation Analysis	25
Linear Regression Analysis: What Predicts High Fairness Ratings?	26
Did Our Study Replicate the Results of Prior Research?	27
Analysis of Compliance Data	33

Results of Qualitative Analysis	36
Overall Conclusions and Report Summary	38
Appendix A: Juvenile Court Fairness Surveys	39
Appendix B: Advisory Scripts	40
Appendix C: Court Sheet	48
Appendix D: List of Indicators for Each Construct	49
Appendix E: Correlation Matrices	51
Appendix F: Open Ended Responses	54
Appendix G: Compliance Data Collection Details	58
References	59

Introduction to the Study of Fairness

In March 2003, the Fourth Judicial District embarked upon a study of fairness in the courts. The study was largely based on nationally recognized research by three social psychologists – Larry Heuer (Barnard College, Columbia University), Tom Tyler (New York University), and Steven Penrod (John Jay College of Criminal Justice) – who have spent many years studying the relationship between individuals’ perceptions of fairness and satisfaction, as well as subsequent compliance with the orders of those in authority. They have studied these concepts in other justice settings, but never as a justice *experiment* in a trial court.

Prior Research

The results of prior studies have shown that while the actual outcome of a case can explain 30-40% of the variance in litigants’ level of satisfaction with the court, perceptions of whether or not litigants feel they have been treated fairly by the court (specifically the judicial officer) can explain 60-70% of the variance (Tyler, 1984; 1989). In other words, perceptions of fairness are approximately twice as important as case dispositions when it comes to measuring litigant satisfaction with the court. This finding has been labeled “one of the most robust findings in the justice literature” (Brockner et al., 2000). Furthermore, increased justice (procedural fairness) has been shown to be related to increased compliance with court orders, ultimately reducing the rate of “repeat business” for the court and its justice partners (Tyler, 1990).

A number of more recent studies have corroborated the findings of Tyler and his colleagues. Many have found that individuals are satisfied with authority figures if they feel the procedures followed by the authorities have been fair, even if the outcome adversely affects the individual (see Tyler and Smith, 1998, for a review). Another way of saying this is that people are prone to say that even unfavorable outcomes are fair if they have been treated with respect (Skitka and Crosby, 2003). More recent studies, however, are exploring whether procedural justice matters more in some situations than in others (Skitka and Crosby, 2003). It may in fact be, for example, that for certain types of courtroom experiences the procedural fairness piece is less relevant because contact with the judge is minimal. Procedural fairness may also matter more to some types of individuals than others, depending on what groups the individuals identify themselves with (Tyler and Blader, 2003). Regardless, issues of procedural justice and fairness are dynamic, and should be studied with methods that allow for analysis beyond simple correlations.

The Fourth Judicial District of Minnesota Fairness Studies

To measure fairness in the courts, the Research Division of the Fourth Judicial District developed litigant surveys, in conjunction with Heuer, Tyler, and Penrod, to be used in several different areas of the court: Drug Court, the Traffic and Violations Bureau Hearing Office, the Domestic Abuse calendar in Family Court, and Delinquency calendars in Juvenile Court, along with more recent studies in the suburban divisions and housing court. This particular report documents the results of the Juvenile Court study.

Background of Juvenile Court Fairness Study

We chose to study Juvenile Court as one of our key Fairness Study areas, because issues of children and their families were a strategic initiative of the Minnesota state court system in 2003. We met with the juvenile court bench and asked them to brainstorm about their daily business and tell us what, if anything, they would like more information about or would potentially like to see changed. Many of the judicial officers felt that there is not enough information given to juvenile defendants and their families when they come to court in the morning, and that the process may seem overwhelming to many of them. These cases are each handled privately, so families do not have the chance to watch and hear other cases as is the case in adult court. For example, juveniles may be waiting a long time before their cases are called, and may not understand the reasons behind the long wait (e.g., because certain types of cases need to be handled first, because attorneys may be handling cases in other courtrooms, etc.).

In addition, some members of the bench mentioned that the parents of juveniles, in particular, may be confused as to the juvenile court process; often the juveniles themselves meet with public defenders who explain the process to them, but parents/guardians are rarely privy to these conversations and may not receive the same information. Even the juveniles themselves may not always have had ample time to meet with their attorneys, and still may not know what to expect when they enter the courtroom.

For these reasons and others, the judicial officers thought it might be helpful to have an advisory script read to all defendants and their parents/guardians at the beginning of court that explains exactly what the day will hold. We decided to create an experimental design to test whether or not hearing this advisory improves perceptions of procedural justice and fairness among juveniles and their parents/guardians.

Delinquency Arraignment Calendar and Trial Calendar Call

We decided to test our design on two different calendars: the delinquency calendar and the trial calendar. Juveniles on the delinquency arraignment calendar are usually appearing in court for the first time on this particular case. They have come to court because they have been charged with a misdemeanor, gross misdemeanor, or felony, either by citation or juvenile delinquency petition. At the hearing, juveniles have the right to deny the allegations and proceed to the pre-trial stage, or admit the allegations and be adjudicated delinquent and sentenced by the judge.

In the trial calendar, lower level cases such as status offense, truancy, and runaway cases are heard, as well as misdemeanors, gross misdemeanors, and felonies. The trial calendar is the juvenile's last chance to admit to the charges before proceeding to trial. If the juvenile denies the charges, the trial is set. If the juvenile admits the charges, the judicial officer adjudicates them (as delinquent, status offender, etc.) and sentences them at that time.

Juvenile Court Fairness Study: Research Design

The Juvenile Court Fairness study was designed to replicate the previous research conducted by Tyler, Heuer, and Penrod and attempt a new dimension. Our hypothesis was that an advisory given at the beginning of a juvenile court calendar may lead both juveniles and their parents/guardians to feel more satisfied with the court process, and ultimately, to be more likely to comply with the court orders. The best way to test such a hypothesis is with an experimental design. In addition, we were interested in whether it made a difference if a judicial officer or an administrative staff person gave the advisory.

What is an Experimental Design?

In an experimental design researchers randomly assign who does or does not receive a certain “treatment.” All other characteristics of the two groups are randomly distributed and consequently do not differentially interfere with the effects of treatment. It is easiest to understand the nature of an experimental design through an example from the medical world. Imagine a doctor who has been asked to administer a new experimental drug that could potentially cure cancer. If the doctor gives the drug to all his cancer patients, and sees positive results in some, there could be two explanations: (1) the drug works, or (2) the people showing the most positive results had the best prognosis anyway and thus had a better chance to recover even without the drug. With two possible explanations, there would be no way to definitively say that it was the drug that made the difference in the treatment of cancer.

On the other hand, if the doctor randomly assigns the treatment, any differences among the patients’ original prognoses would be neutralized. Random assignment ensures that there is an even distribution of differences among both the “treatment” and “control” groups. In this case, any observed differences between the two groups can, in fact, be attributed to the drug treatment if it is the only thing that systematically “varies” between the two groups.

How was an experimental design applied to Juvenile Court hearings?

In our case, the “treatment” became an explanatory opening statement (which we will refer to as the “advisory” from this point forward), read to juveniles and their parents or guardians by calling everyone on the calendar into the courtroom at the same time prior to the judicial officer hearing the first case. In this study, we had four different experimental conditions, rather than simply an “advisory v. no advisory” dichotomy. The four conditions were randomly assigned by District Court Research,¹ and were as follows:

1. Judicial officer handling calendar reads advisory
2. A different judicial officer reads advisory
3. Administrative staff person reads advisory
4. No advisory given

¹ For this study, we used a random assignment technique in the Statistical Package for the Social Sciences (SPSS) to assign the conditions.

The second experimental condition exists because of a possible confounding effect of the judicial officer handling the calendar giving the advisory. We imagined that judicial officers who knew they had read an advisory to the courtroom that day might act somewhat differently, perhaps with extra attention to explanation, during the course of the delinquency hearings. For this reason, we had a different judge – typically the Presiding or Assistant Presiding Judge of Juvenile Court – read the advisory one-fourth of the time, with the goal being to keep the judicial officer handling the calendar “blind” to the experimental condition of the day.

Similarly, we hoped that by having an administrative staff person read the advisory one-fourth of the time, we would keep the judicial officer blind to the condition of the day. However, this third experimental condition served another research purpose as well: to see if there would be any difference in perceptions of fairness and satisfaction based on whether or not the person giving the advisory was a judicial officer.

The Survey Process

Research staff members were in the courtroom during all the hearings, in order to record details about the case and the hearing. At the conclusion of each hearing, two research staff members would follow the juvenile and his/her parent/guardian² out of the courtroom and request that they answer our survey in order to help us improve the court process. We tried, whenever possible, to keep the juvenile separate from his/her parent while we were administering the survey, so that they would not influence each others’ answers. We did, however, explain to the parent that we would be asking their child the same questions we were asking of them, and none of the parents had a problem with us talking to their child privately.

The survey was administered out loud by the research staff person, usually seated on a bench next to the survey respondent, or sometimes standing next to him/her. The person being surveyed was usually able to read the questions as they were being read. Each survey lasted approximately ten minutes. A very small percentage (2%) of survey respondents took the survey with the help of a court-appointed interpreter.

The survey began with some basic demographic information about the respondent. Much of the remainder of the survey were the questions regarding fairness, which asked survey respondents to rate their level of agreement with each statement based on a 9 point scale, where a rating of 1 indicated strong disagreement with the statement, a rating of 9 indicated strong agreement with the statement, and a rating of 5 indicated a neutral feeling about the statement. These questions all addressed how respondents felt they were treated by judicial officers and perceptions of the Fourth Judicial District court system in general. The last several questions were “open-ended,” and asked for juveniles and their parents/guardians to provide opinions of the court process in their own words. We also asked for contact phone numbers so that we could conduct follow-up interviews in a few months. (See Appendix A for a complete copy of the survey).

We approached 217 juveniles, and were able to interview 161 of them, leaving us with a response rate of 74%. There were 198 parents/guardians attending court with their child, and of these we ended up with 132 surveys, for a response rate of 67%.

² If two parents/guardians were present, we interviewed only one of them.

Implementation of the Experimental Design

Experimental designs are unusual in a court setting. Some judicial officers feel that providing a “treatment” to some litigants and not providing it to others compromises justice. Others feel that paying attention to research protocol interferes with efficient case handling. However, this particular study was specifically designed to intrude as little as possible on the judicial process, and the judicial officers were thus willing and able to implement the design.

There were very few breaks in the research protocol. For only four out of the twenty-five days we were in court, one of the calendars ended up with a different experimental condition than what was specified. However, because we knew whether or not survey respondents heard an advisory (based on their answer to the survey question regarding the advisory), we could still include these surveys in the analysis.

There were, however, 72 survey respondents (39 juveniles, 33 parents/guardians) who either said they did not hear the advisory when we know one was given, or said they heard an advisory when one was not given. In the former case, 11 out of the 50 people who said they did not hear an advisory said they arrived sometime after 9:00, which is the time the advisory is usually given, indicating that they likely missed it. Throughout most of the analysis, we removed the broken protocol cases from any models related to the experimental design.

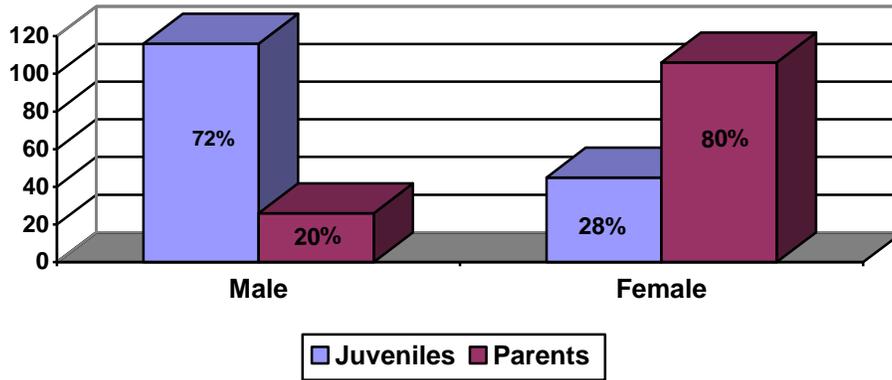
The remainder of this report consists of two major sections. First, we present the results of quantitative data analysis, including descriptive analysis of the demographic composition of the respondent population and statistical analysis of survey questions, and analysis of compliance data. Second, we present our qualitative analysis, in the form of answers to open-ended questions.

Results of Quantitative Data Analysis

Demographics

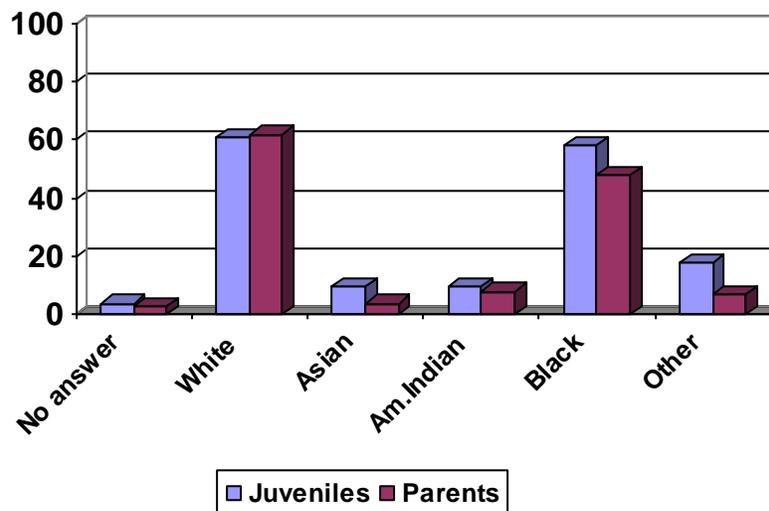
We surveyed a total of 293 individuals: 161 (55%) of which were juveniles, and 132 (45%) of which were parents or guardians. As we expected, there were more male than female juvenile offenders, and more female than male parents (i.e., mothers attend the hearings more often than fathers). The gender breakdown is depicted in the following graph:

Gender of Juveniles and Parents/Guardians



The percentage of white juveniles and parents were roughly equivalent, but there were slightly more African-American juveniles than African-American parents surveyed. The following graph and table depicts the racial distribution:

Racial Breakdown of Juveniles and Parents/Guardians

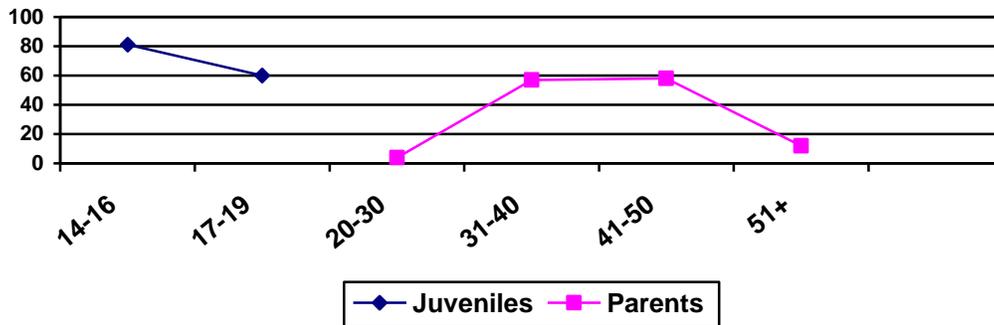


	<i>No answer</i>	<i>White</i>	<i>Asian</i>	<i>American Indian</i>	<i>Black/African-American</i>	<i>Other</i>	<i>Total</i>
Juveniles	4 2.5%	61 37.9%	10 6.2%	10 6.2%	58 36.0%	18 11.2%	161 100.0%
Parents/Guardians	3 2.3%	62 47.0%	4 3.0%	8 6.1%	48 36.4%	7 5.3%	132 100.0%

There was a difference between juveniles and their parents/guardians in terms of who defined themselves as Hispanic, with 12% of juveniles saying they were of Hispanic background, as compared with only 5% of parents/guardians.

The age distributions of both groups are what we would expect, with most of the juveniles between 14 and 17 years old, and most of the parents/guardians between 30 and 50.

Age Distribution of Petitioners and Respondents



In the social sciences, socioeconomic status is generally interpreted as a three-pronged construct which includes education, income, and occupation. Although we did not collect information on specific occupations, we did ask the parents/guardians to provide employment status, as well as education and income data.³

In these data, 27% of juveniles and 77% of their parents/guardians had a job at the time we interviewed them, and of the parents/guardians who had a job, most (80%) were employed full-time and permanently. Just over 12% of parents/guardians had less than a high school education. Approximately 29% of parents/guardians had a college degree. Most of the parents/guardians we spoke with (44%) reported an annual income of less than \$30,000.

As compared to Hennepin County as a whole, the parents/guardians we spoke to in Juvenile Court had similar employment status, but live on less income. About 82% of the Hennepin County adult residents were employed in the 2000 Census (as compared to 77% of our survey

³ We did not ask about household income on the juvenile survey.

respondents), and 34% of the population lived on \$50,000 or less (as compared to 65% of our juvenile court survey respondents). Our survey respondents were more educated, on average, than Hennepin County residents as a whole. Sixty-one percent of our parents/guardians had a college degree or higher, as compared with 46% of Hennepin County residents.

Socioeconomic Status of Parents/Guardians

<i>Education</i>	
<i>Less than high school diploma</i>	16 12.1%
<i>Earned diploma or GED</i>	38 28.8%
<i>Trade school</i>	7 5.3%
<i>Some college</i>	33 5.0%
<i>Finished college degree</i>	38 28.8%
<i>Employment</i>	
<i>Currently employed</i>	101 76.5%
<i>Not currently employed</i>	31 23.5%
<i>Income</i>	
<i>Don't know/no answer</i>	12 9.1%
<i>\$30,000 or less</i>	58 43.9%
<i>\$30,0001 - \$50,000</i>	27 20.5%
<i>\$50,001 - \$75,000</i>	14 10.6%
<i>More than \$75,000</i>	21 15.9%

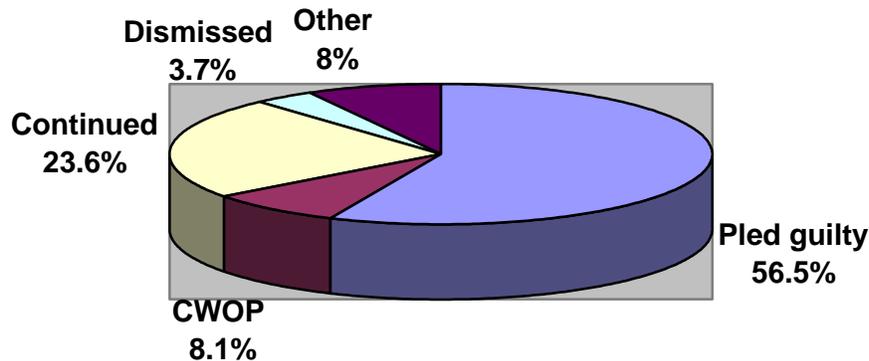
Hearing Related Data

We asked both sets of survey respondents to tell us what happened in the hearing they just finished, and compared their responses with what research staff gathered from sitting in court, as well as with the actual hearing outcomes as recorded on the Trial Court Information System (TCIS), the statewide computer database into which Hennepin County juvenile court data are recorded.

For the most part, the juveniles’ perceptions of case outcomes, the research staff’s records from court, and the outcomes on TCIS matched up. Some data confusion arose when multiple cases were handled simultaneously and the juvenile pled to one in exchange for the state dismissing the others. In 83% of the cases where TCIS had a guilty plea listed, the juvenile we spoke with concurred that s/he had pled guilty.

The chart below depicts what occurred at the juvenile’s hearing, according to TCIS and based on the most severe of the dispositions. In other words, if a juvenile pled guilty to one charge and the others were dismissed, it would be counted as “pled guilty” in the chart below.⁴

Results of Juvenile Court Hearing



Assessments of Fairness

As we stated previously in this report, one of the primary purposes of this study was to learn whether an introductory explanation from the bench or administration (by way of an advisory speech) helped juveniles and their parents to better understand what was occurring during their court experience. The expectation was that extra understanding will lead to feeling they were

⁴ CWOP means Continued without Prosecution. This is a disposition option wherein the juvenile agrees to some conditions, much as s/he would if s/he had pled guilty, but if s/he completes the conditions the matter will be removed from his/her record after a certain length of time. Also, the “other” category includes juveniles who pled guilty in another jurisdiction and were appearing for sentencing only.

treated more fairly. However, there is another more basic purpose to this study as well. We were interested in learning whether visitors to juvenile court feel they were treated fairly, regardless of any manipulated experimental conditions.

The survey included 47 separate indicators of fairness. (See Appendix A for a copy of the survey.) Juveniles and their parents/guardians were asked to rate their level of agreement with each of 47 statements according to a nine point scale, where a rating of 1 indicated strong disagreement, a rating of 9 indicated strong agreement, and a rating of 5 indicated a neutral/no opinion rating. Respondents were encouraged to choose any number on the scale from 1 to 9 (i.e., not simply 1 or 9). If anyone responded to the statements with comments such as “yes” or “I agree,” research staff reminded them that they needed to choose a number between 1 and 9.

Some of the indicators were worded positively (e.g., “I agree with the judicial officer’s decision”) whereas others were worded negatively (e.g., “I think the judicial officer’s decision was incorrect”). For analytical purposes, the responses to the negatively worded statements were recoded to make them positive. In other words, the higher the score on any statement, the more positive the survey respondent felt about the court experience. Stated differently, the closer the averages for each individual indicator get to 9, the more fair people perceive the court.

Univariate Analysis

Before grouping the fairness indicators into logical theoretical constructs so that we could conduct bivariate analysis (i.e., did respondents of one group give higher or lower fairness ratings than respondents of another group?), we ran simple univariate analysis to get a sense of how respondents rated the judicial officers on fairness.

Perhaps the most undisputable outcome of the entire study turned out to be that juveniles and their parents feel they are being treated fairly by judicial officers. On the 1 to 9 scales described above, where 9 would be a perfect score (meaning every litigant “strongly agreed” to any given question), most average scores were between 7 and 8. Some examples are provided below:

<i>Fairness Statement</i>	<i>Average Score (n=293)</i>	<i>Standard Deviation⁵</i>
<i>The judicial officer treated me fairly.</i>	8.24	1.73
<i>The judicial officer respected my rights.</i>	8.41	1.49
<i>The judicial officer treated me respectfully.</i>	8.41	1.65
<i>The outcome of my case was fair.</i>	7.63	2.36
<i>I understand what I must do in order to obey the judicial officer’s decision.</i>	8.34	1.71

⁵ Standard deviation is a statistical measure that shows how spread out individual scores are from the average. The lower the standard deviation, the more individual scores are clustered around the average. The higher the standard deviation, the more skew in the data and the less meaningful the average. The standard deviations reported in this table are relatively low.

The fairness indicators that did not produce high scores were those that dealt with whether or not a respondent felt that the outcome of the case was good or favorable to him/her, where scores averaged at about the midpoint of the scale:

<i>Fairness Statement</i>	<i>Average Score (n=293)</i>	<i>Standard Deviation</i>
<i>The outcome I received was better than I deserved.</i>	4.81	3.17
<i>The outcome of this case was good for me.</i>	5.82	3.37
<i>The judicial officer's decision in this case favored me.</i>	4.40	3.16

In short, the first fairness finding is that visitors to juvenile court are, on average, highly satisfied with the way they are treated in the courtroom. Regardless of what any additional analyses tell us in terms of differences between groups or the results of manipulation of the experimental condition, this is extremely important and useful information for the Fourth Judicial District as a whole, and the juvenile court bench and administration in particular.

Factor Analysis

Analysts typically try to find ways to reduce their data when there are many independent indicators. Data reduction makes the data more useful by consolidating a large number of separate statements into a few theoretical constructs. To do this, we ran a statistical procedure known as factor analysis, which shows how the indicators “cluster” with other indicators. The results of the factor analysis, plus some basic logic about the meaning of the 47 fairness statements, were combined to consolidate the 47 statements into six different theoretical constructs for the purposes of analysis. (See Appendix D for a complete list of all the indicators that formed each theoretical construct.) The 47 fairness indicators consolidated into scales which represented the following seven concepts:

1. ***Distributive fairness*** or the extent to which the respondent felt the outcome of the case was fair. This is also known as outcome fairness.
2. ***Procedural fairness*** or the extent to which the respondent felt s/he was treated fairly
3. ***Relative outcome*** or the extent to which the outcome of the case benefited the respondent more than the other party
4. ***Legitimacy of authority*** or the extent to which the respondent felt s/he should obey the orders of the judicial officer
5. ***Voice*** or the extent to which the respondent felt listened to during the court hearing
6. ***Timeliness*** or the extent to which the respondent felt the case was handled in a reasonable amount of time
7. ***Satisfaction with the Courts*** or the extent to which the respondent has faith in the judicial system as a whole

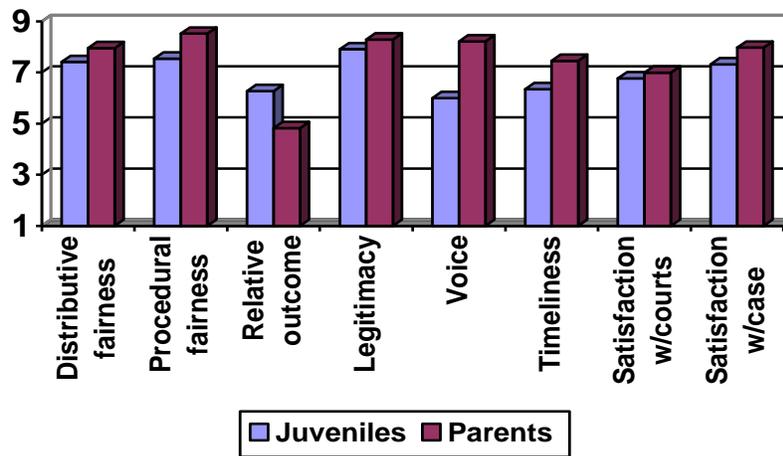
The remainder of our statistical analyses employed these seven constructs as representations of fairness. We also added a single indicator of satisfaction, measured by the rating (on a scale of 1-9) for the statement: “I am satisfied with the judicial officer’s decision.” We refer to this indicator as satisfaction with case outcome.

Bivariate Analysis

Fairness Ratings for Juveniles and Parents/Guardians

We found a significant difference in perceptions of fairness between juveniles and their parents or guardians, regardless of the experimental condition. The two most drastic differences were on the relative outcome scale, with juveniles being much more likely to believe they got a good deal relative to what others in their situation got, and on the voice scale, with parents being much more likely to feel they were listened to by the judicial officer. Below we present the average scores for each of the six theoretical constructs listed above, by whether the respondent was a juvenile or parent/guardian.

Fairness Ratings for Juveniles and Parents/Guardians



Average scores for each scale (on a scale of 1-9):

	<i>Distributive fairness</i>	<i>Procedural Fairness</i>	<i>Relative Outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction with Courts</i>	<i>Satisfaction with case outcome</i>
Juveniles	7.41	7.84	6.27	7.91	6.00	6.35	6.77	7.32
Parents	7.95	8.58	4.83	8.29	8.21	7.45	6.99	7.97
Statistical Significance	**	***	***	**	***	***	ns	*

Significance levels: ns=not significant * $p < .05$ ** $p < .01$ *** $p < .001$

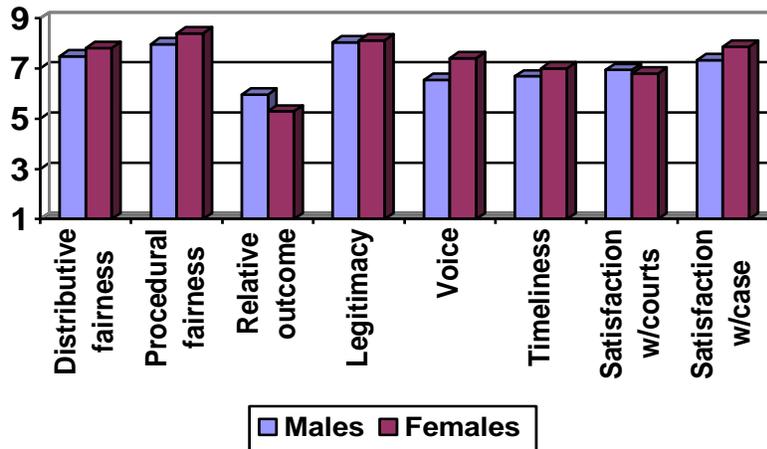
With the exception of the satisfaction with courts scale, all average differences between juveniles and their parents' perceptions of fairness are statistically significant. If a difference is significant at the $p < .05$ level, it means we can be at least 95% certain that the observed relationships are real and not a function of chance. At the $p < .01$ level, we can be at least 99% sure of the observed relationships, and at the $p < .001$ level we can be at least 99.9% sure of the observed relationships.

Fairness Ratings based on Demographics

We found some interesting demographic differences in assessments of fairness in juvenile court. First, females gave significantly higher ratings on distributive fairness, procedural fairness, voice, and satisfaction with the case outcome than males. Males, however, gave higher ratings on relative outcome.⁶ There were also some interesting race effects in these data. White respondents were significantly more satisfied with the court system overall, whereas non-whites thought they got a relatively good deal as compared with others (i.e., relative outcome).

The results of both gender and race differences are displayed below:

Fairness Ratings for Males v. Females



Average scores for each scale (on a scale of 1-9):

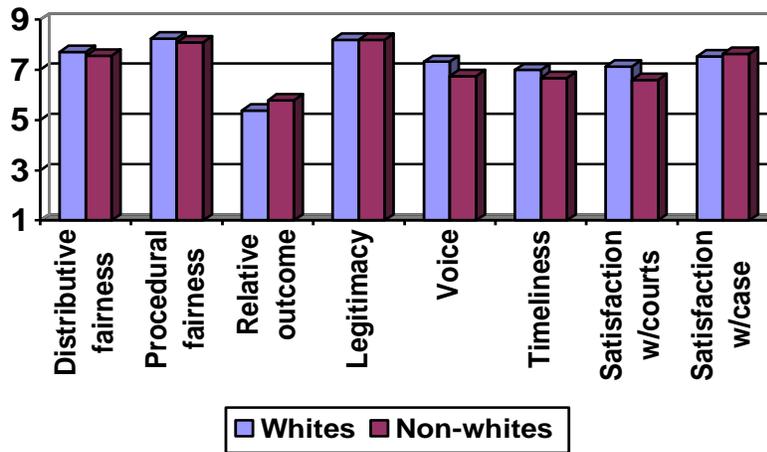
	<i>Distributive fairness</i>	<i>Procedural Fairness</i>	<i>Relative Outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction with Courts</i>	<i>Satisfaction with case outcome</i>
Males	7.48	7.96	5.97	8.04	6.55	6.69	6.94	7.34
Female	7.82	8.40	5.29	8.12	7.41	7.00	6.80	7.87
Statistical Significance	+	**	**	ns	**	ns	ns	+

Significance levels: ns=not significant +*p*<.10 **p*<.05 ***p*<.01 ****p*<.001

The differences on all scales except legitimacy, timeliness, and satisfaction with courts were statistically significant for males v. females.

⁶ Because of the significant gender differences between juveniles and parents (mostly male juveniles, mostly female parents), the observed gender differences can be considered a proxy for the differences in responses between juveniles and parents.

Fairness Ratings for Whites v. Non-Whites



Average scores for each scale (on a scale of 1-9):

	<i>Distributive fairness</i>	<i>Procedural Fairness</i>	<i>Relative Outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction with Courts</i>	<i>Satisfaction with case outcome</i>
Whites	7.71	8.25	5.38	8.2	7.32	6.99	7.13	7.54
Non-whites	7.57	8.1	5.79	8.2	6.76	6.67	6.6	7.63
Statistical Significance	+	**	**	ns	**	ns	ns	+

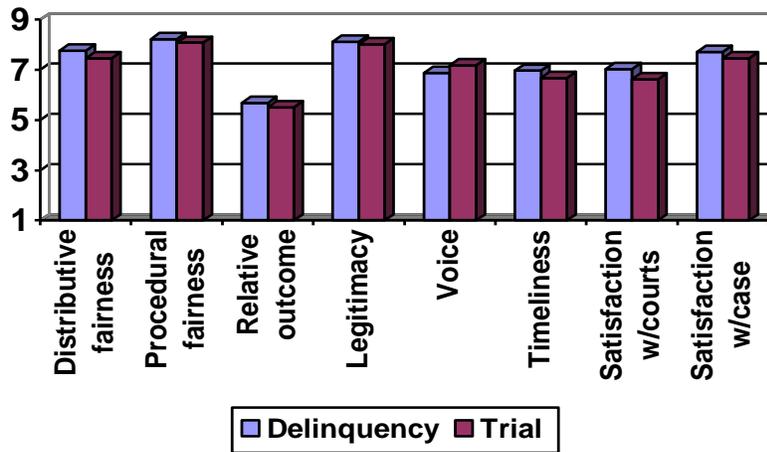
Significance levels: ns=not significant +p<.10 *p<.05 **p<.01 ***p<.001

The differences on all scales except legitimacy, timeliness, and satisfaction with courts were statistically significant for whites v. non-whites.

Fairness Ratings based on Calendar Type and Offense Level

There were a few differences in fairness ratings based on the type of case for which juveniles came to court. Those who were on the delinquency arraignment calendar gave significantly higher fairness ratings on distributive fairness and satisfaction with courts than those on the trial calendar. These findings are displayed below. Across both calendars, those in court on a delinquency matter gave significantly higher ratings to the court system as a whole than those in court on a petty, traffic, or status offense. For those on the delinquency calendar, we found no significant correlations between the level of the offense (felony, gross misdemeanor, misdemeanor) and the fairness variables.

Fairness Ratings based on Calendar Type



Average scores for each scale (on a scale of 1-9):

	<i>Distributive fairness</i>	<i>Procedural Fairness</i>	<i>Relative Outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction with Courts</i>	<i>Satisfaction with case outcome</i>
Delinquency	7.77	8.23	5.69	8.12	6.87	6.97	7.03	7.71
Trial	7.47	8.08	5.51	8.02	7.19	6.67	6.62	7.46
Statistical Significance	+	ns	ns	ns	ns	ns	+	ns

Significance levels: ns=not significant +*p*<.10 **p*<.05 ***p*<.01 ****p*<.001

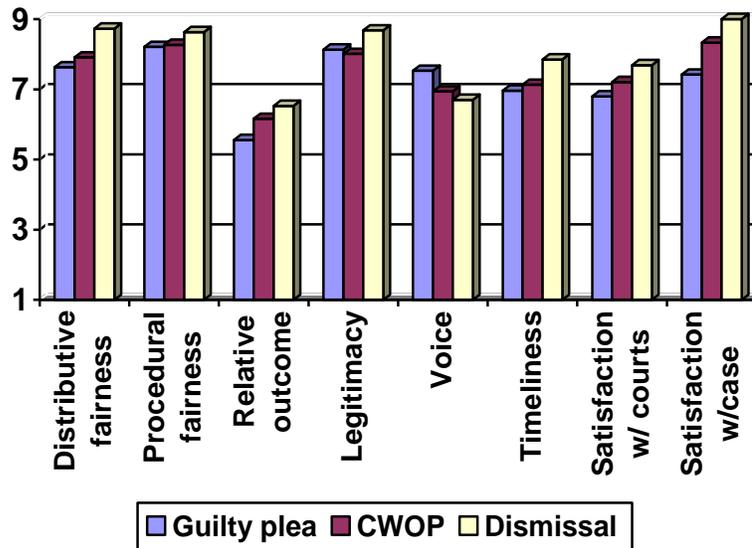
The differences based on calendar type on distributive fairness and satisfaction with courts were statistically significant.

Fairness Ratings based on Absolute Case Outcome

We found some statistically significant average differences between the possible absolute case outcomes with regard to perceptions of fairness.⁷ As would be expected, those whose cases were dismissed tended to give higher fairness ratings than those who pled guilty or whose cases were continued without prosecution. Consistent with Tyler’s research, however, case outcome does not seem to be related to perceptions of procedural fairness (i.e., whether the judicial officer acted fairly), but is related to the dependent variables that were more closely aligned with case outcome (i.e., distributive fairness, relative outcome, and satisfaction with case outcome). The relationship between case outcome and satisfaction with the court system as a whole was significant, but to a lesser extent.

⁷ When we separated out the juvenile from the parent/guardian surveys, the statistically significant differences only held for the juveniles.

Fairness Ratings for Respondents Based on Absolute Outcome



Average scores for each scale (on a scale of 1-9), parents and juveniles together:

	<i>Distributive fairness</i>	<i>Procedural Fairness</i>	<i>Relative Outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction with Courts</i>	<i>Satisfaction with Case Outcome</i>
Guilty plea	7.63	8.21	5.56	8.13	7.53	6.96	6.8	7.42
CWOP	7.91	8.27	6.16	8.01	6.94	7.13	7.21	8.33
Dismissal	8.73	8.63	6.53	8.68	6.7	7.85	7.69	9.00
Statistical significance	*	ns	*	ns	ns	ns	+	*

Significance levels: ns=not significant + $p<.10$ * $p<.05$ ** $p<.01$ *** $p<.001$

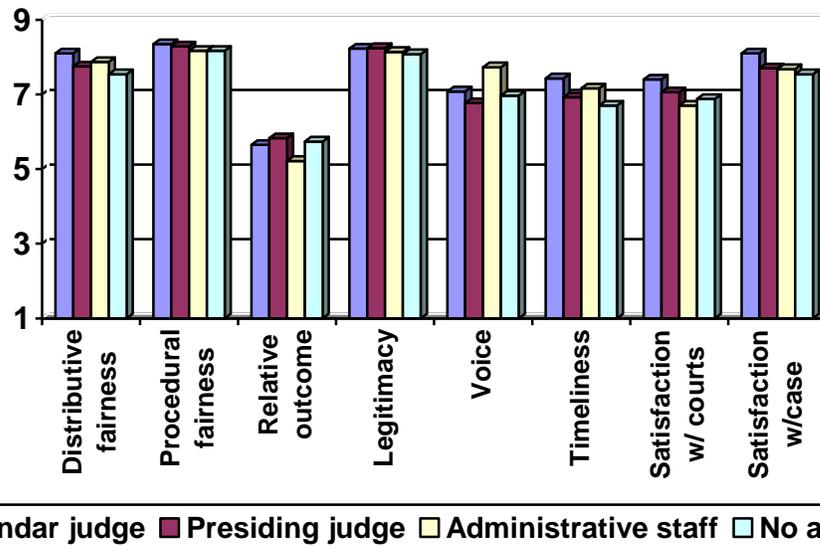
The differences on the distribute fairness, relative outcome, and satisfaction with courts scale, as well as with the satisfaction with case outcome indicator were statistically significant.

Experimental Effects

While there are many interesting statistical relationships between the fairness variables, the primary research question we set out to answer was whether or not receiving an “advisory” at the beginning of court would make a difference in terms of juvenile defendants’ and their parents’ perceptions of fairness. We first analyzed average differences between the experimental conditions and the fairness scales. We found statistically significant differences between the experimental conditions and three of the fairness scales: distributive fairness, satisfaction with courts, and timeliness.

Average Differences in Fairness Ratings between Experimental Conditions

Experimental Condition	<i>Distributive fairness</i>	<i>Procedural fairness</i>	<i>Relative outcome</i>	<i>Legitimacy</i>	<i>Voice</i>	<i>Timeliness</i>	<i>Satisfaction w/courts</i>	<i>Satisfaction w/case outcome</i>
Calendar judge gives advisory	8.10	8.35	5.65	8.23	7.08	7.43	7.40	8.10
Presiding judge gives advisory	7.75	8.29	5.83	8.24	6.77	6.92	7.06	7.70
Administrative staff gives advisory	7.87	8.17	5.22	8.14	7.73	7.16	6.70	7.68
No advisory given	7.54	8.17	5.74	8.08	6.97	6.70	6.88	7.54



When we disaggregated juveniles from parents/guardians, we found that the statistically significant differences between those who heard the calendar judge give an advisory and the rest of the visitors to juvenile court came completely from the parent surveys, and in fact, an additional statistically significant difference – on procedural fairness – emerged when we looked at the parent surveys alone. In short, parents/guardians who received an advisory from the judicial officer handling the calendar that day were significantly more likely to rate the judicial officer as treating them fairly than parents from any of the other experimental conditions.

We looked at this finding more in depth by disaggregating the experimental condition into five separate variables. The first of these new variables juxtaposed those who heard any advisory

(regardless of who gave it) and those who did not hear an advisory.⁸ The second compared those who heard an advisory from the judge handling the calendar with everyone else, the third looked at those who heard the advisory from the presiding or assistant presiding juvenile judge with everyone else, the fourth differentiated those who heard an advisory from administrative staff with everyone else, and the fifth variable was a dichotomy of those who heard an advisory from one of the two judges and everyone else. The most significant effects emerged from the first variable; those who received an advisory from the judge handling the calendar gave significantly higher ratings on distributive fairness, satisfaction with court and timeliness ratings than those juveniles and parents who either did not receive an advisory or received one from someone other than the judge handling the calendar.

*Correlation Analysis of Fairness Scales, Experimental Design, and Absolute Outcomes*⁹

Correlations measure whether or not a statistical relationship exists between two variables. Before analyzing any measures of causality (i.e., whether a score on one variable predicts a score on another variable), it is usually best to see if a relationship exists at all. Correlations are measured on a scale of -1 to +1; the closer a correlation gets to either -1 or +1, the stronger the relationship. The sign (- or +) tells in what direction the relationship exists. In other words, one would expect a correlation between education and income to be positively correlated, because it makes intuitive sense that the higher someone's education level, the higher their income level. On the other hand, we would expect a relationship between number of minor children and disposable household income to be negatively correlated, because we would expect larger families to have less disposable income than families with less or no children. Variables necessarily have a perfect correlation with themselves at 1.0.

We expected many of the fairness scales to be positively and significantly related to each other, but we were less sure of the relationships that would exist between the fairness variables and the experimental effect and actual outcome variables. We found the absolute outcome variable (i.e., whether the juvenile pled guilty, the case was continued without prosecution, or the case was dismissed) to be positively and significantly correlated with the distributive fairness scale, the relative outcome scale, the satisfaction with court scale, and the individual indicator of satisfaction with the case outcome. The correlations were not particularly strong (less than .20), however, which suggests that while case outcome plays a part in perceptions of fairness, there may be other variables which have more of an effect.

The only positive and significant correlation between the experimental conditions and perceptions of fairness appears to be that between the advisory given by the judicial officer handling the calendar and the distributive fairness scale. In short, an advisory given by the judicial officer who is also handling the respondents' cases is significantly related to feelings that the outcome of the case was fair. There is a weaker but also statistically significant relationship between an advisory given by administrative staff and procedural fairness, but it is in the negative direction. This finding suggests that having an administrative staff person announce

⁸ We excluded from this analysis those individuals who said they did not hear an advisory even though they were present during that time (n=50), as well as those who said they heard an advisory on a day when none was given (n=13).

⁹ See Appendix E for full correlation matrices.

what will happen during the course of the morning actually makes juvenile court respondents less likely to feel they were treated fairly by the judicial officer.

Once we disaggregated the juvenile surveys from the parent/guardian surveys, some interesting differences between the two emerged. Most of the statistical significance existed because of the parent surveys, rather than the juvenile surveys. For the parents, having the judicial officer handling the calendar read the advisory had a positive and significant correlation with distributive fairness, procedural fairness, and timeliness, indicating that adults who heard the advisory from a judicial officer may be less likely to feel that their children's cases took too long to be called. In addition, hearing any judicial officer (either the one handling the calendar or the presiding juvenile judge) read the advisory was positively and significantly correlated with procedural fairness. In other words, receiving a pre-calendar explanation from a judicial officer is clearly related to the belief by adults that they (and/or their children) were dealt with fairly in the courtroom.

The negative correlation between the administrative staff advisory and procedural fairness held true for the adults, meaning that those adults who heard an advisory from someone who was not wearing a black robe had a less favorable impression of how they were treated by the judicial officer after the case was over.

For juveniles, none of the positive correlations between the experimental conditions and the fairness scales held true. However, there was one significant negative correlation, between hearing the advisory from an administrative staff person and being satisfied with the judicial officer's decision.

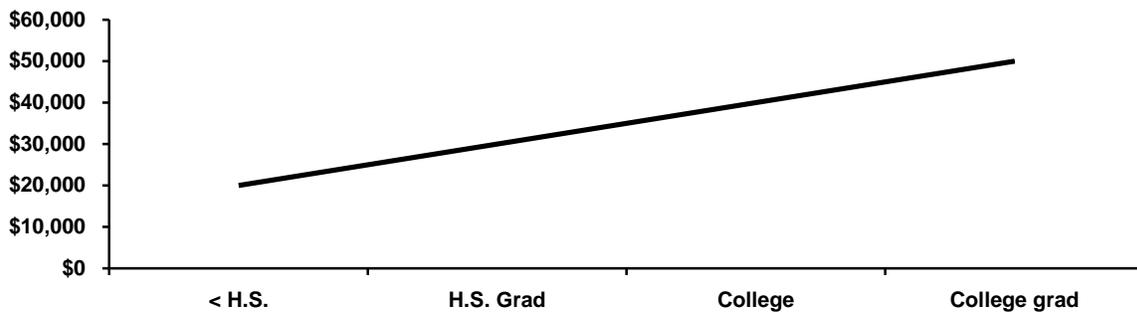
The strongest of the relationships between the fairness variables was seen between distributive fairness and procedural fairness (.70, significant at 0.1% margin), and also between distributive fairness and the individual indicator of satisfaction (.74, significant at 0.1% margin). However, statistically significant, strong, and positive correlations existed between all of the fairness scales. This supports the notion that the fairness scales are, for the most part, separate but interrelated theoretical constructs which all fit under the fairness umbrella.

Linear Regression Analysis: What Predicts High Fairness Ratings?

Once we know which variables are related to each other, we can start to look at direct and indirect effects of independent variables (i.e., "predictors") on dependent variables (i.e., "outcomes"). A direct effect is simply a statistically significant relationship that follows a linear mathematical path from the predictor to the outcome, also known as simple regression. The formula for simple regression is:

$$X \rightarrow Y$$

So, for example, if we were to run a regression analysis on education and average gross annual income, we would expect it to look something like this:



This chart is a very simple representation of the concept that income usually increases as a linear function of highest level of school completed. The line actually represents a series of plotted data points. Also, this linear relationship is in the positive direction (as the predictor variable – education – increases, so does the outcome variable – income). As stated above in the section on correlations, it is also possible to have negative linear relationships, meaning that as the predictor variable increases, the outcome variable *decreases*. A value called the regression coefficient shows us both the strength (depending on how large or small the coefficient is) and direction (positive or negative) of the linear relationship.

Indirect effects mean that the effect of an independent variable on a dependent variable may be “mediated” by another predictor variable that intervenes in the relationship. So, instead of the original mathematical formula, $X \rightarrow Y$, we instead have:

$$X \rightarrow Z \rightarrow Y$$

In the above formula, Z is the intervening or mediating variable.

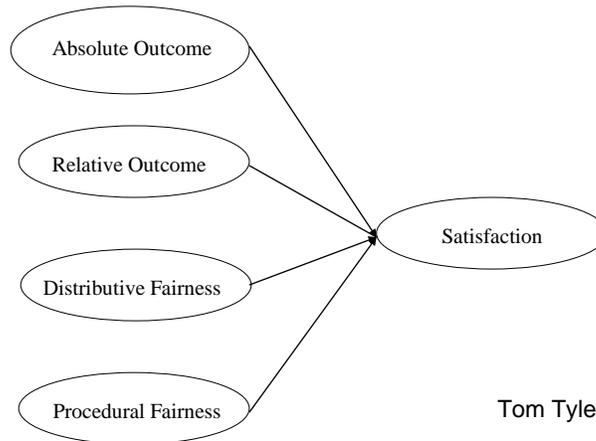
For example, one could argue that the relationship between education and income is mediated by occupation, since someone with a college degree who becomes a corporate executive will likely earn more per year than someone with a college degree who becomes a schoolteacher. In this case, occupation *mediates* the relationship between education and income.

Did Our Study Replicate the Results of Prior Procedural Justice Research?

Before doing any more sophisticated analysis of the predictive effects of the experimental design, we stepped back to see whether we could replicate what Heuer, Tyler, and Penrod have done in the past with other populations (see Prior Research, page 7). Tyler’s model (below) is based on his analysis of misdemeanants in Chicago (Tyler 1984, 1989). This is a visual representation of the explanatory effects of absolute outcome, relative outcome, distributive fairness and procedural fairness on litigant satisfaction:

Model 1

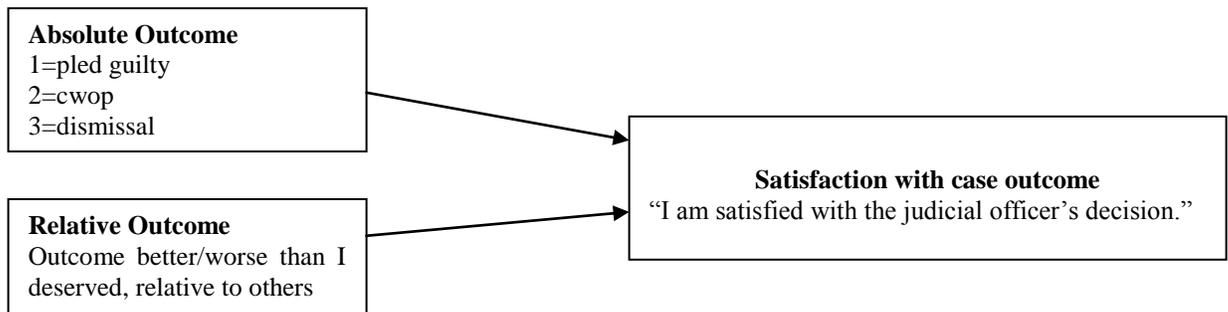
Determinants of Satisfaction



Tom Tyler, 1984,1989

In Model 1, Tyler shows that absolute outcome, relative outcome, distributive fairness (outcome fairness), and procedural fairness all contribute to litigant's satisfaction with their own case outcome as well as their perceptions of the judicial system in general. The paths he shows represent statistically significant relationships. In our data, we found absolute outcome significantly predicted satisfaction with case outcome in models where it was the only predictor as well as in models where absolute outcome and relative outcome were both entered as predictors (Model 2).

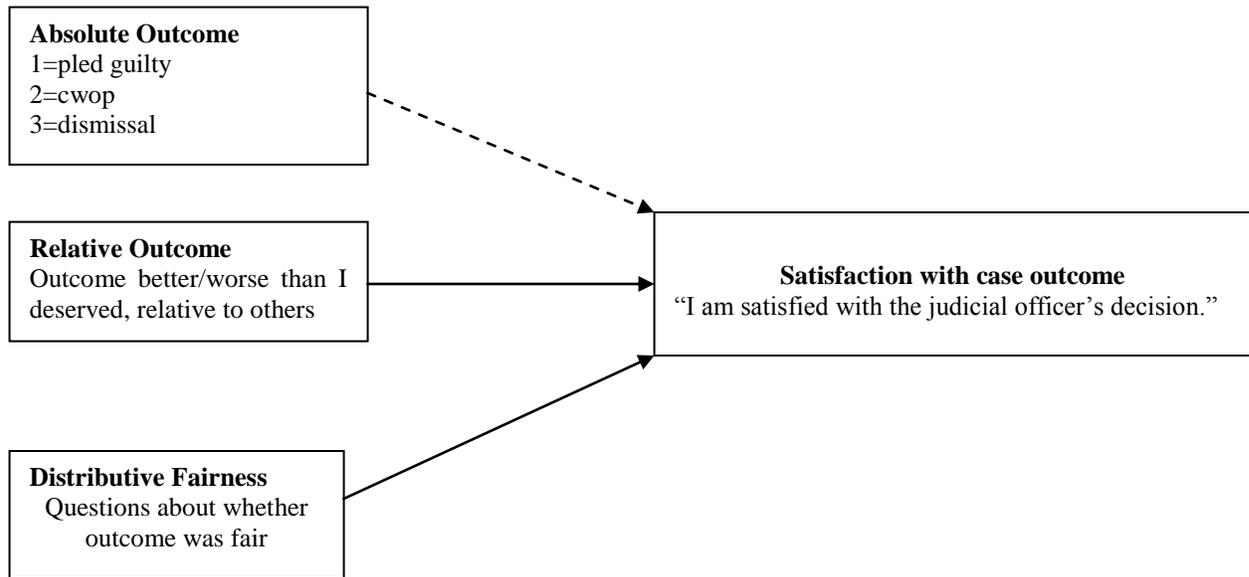
Model 2



However, once we added in distributive fairness, the relationship between absolute outcome and satisfaction became statistically insignificant (see Model 3). This indicates that distributive fairness mediates the relationship between absolute outcome and satisfaction. Put another way, the reason that people who have a “good” (i.e., less severe) outcome are more likely to be

satisfied can be attributed to whether or not they think the outcome was fair or not, as in Tyler’s prior research.

Model 3

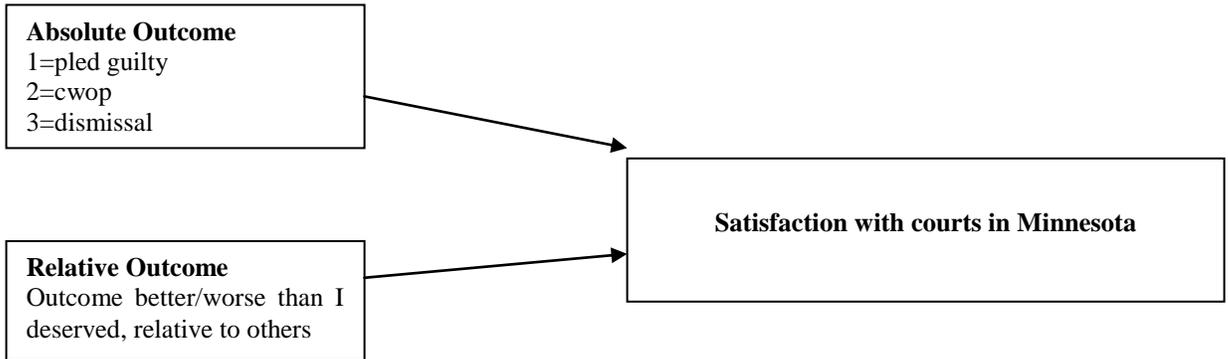


On the other hand, procedural fairness does not appear to have any effect on the model. The relationship between procedural fairness and satisfaction is not significant, and the effects of relative outcome and distributive fairness remain relatively unchanged when procedural fairness is added to the model.

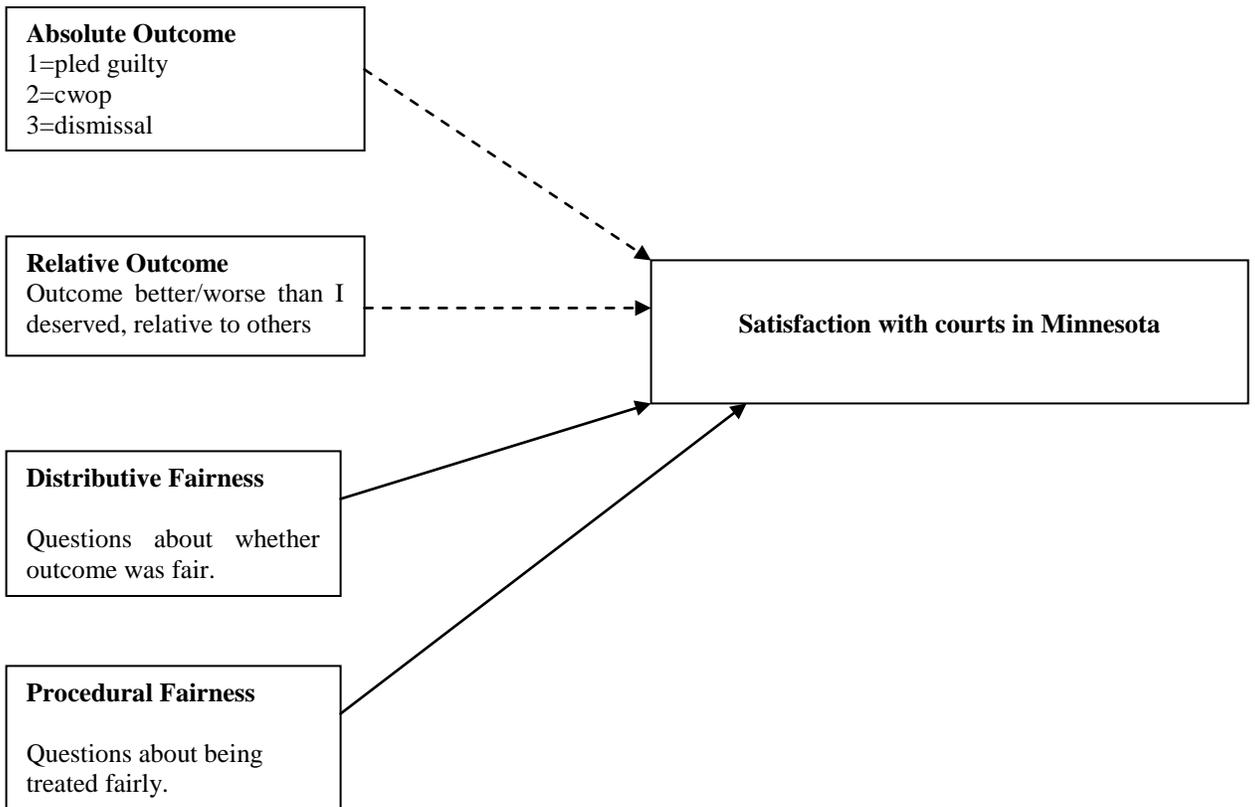
One other important measure to note is the R^2 value, which measures the “fit” of the model or, in other words, how much of the variance in the dependent variable can be explained by the predictor variables. In the model which just includes absolute outcome, only 3% of the variance in satisfaction is explained. When relative outcome is added in, 18% of the variance is explained. When distributive and procedural fairness are added, 63% of the variance is explained. This is an even stronger effect than in prior research which states that perceptions of fairness account for approximately twice the variance in litigants’ satisfaction when compared with absolute and relative case outcome.

We also analyzed the above model with satisfaction with courts as the dependent variable, and found similar results, with one exception: procedural fairness does, in this case, significantly predict respondents’ satisfaction with the judicial system (Model 4a and 4b). And it also mediates the relationships between absolute outcome and satisfaction, as well as relative outcome and satisfaction. In short, this corroborates Tyler’s theory that states that distributive and procedural fairness are far more important to overall satisfaction than is the case disposition. However, the fit of this model was not as good as the above models; after distributive and procedural fairness were added in, the R^2 value was only 30%.

Model 4a

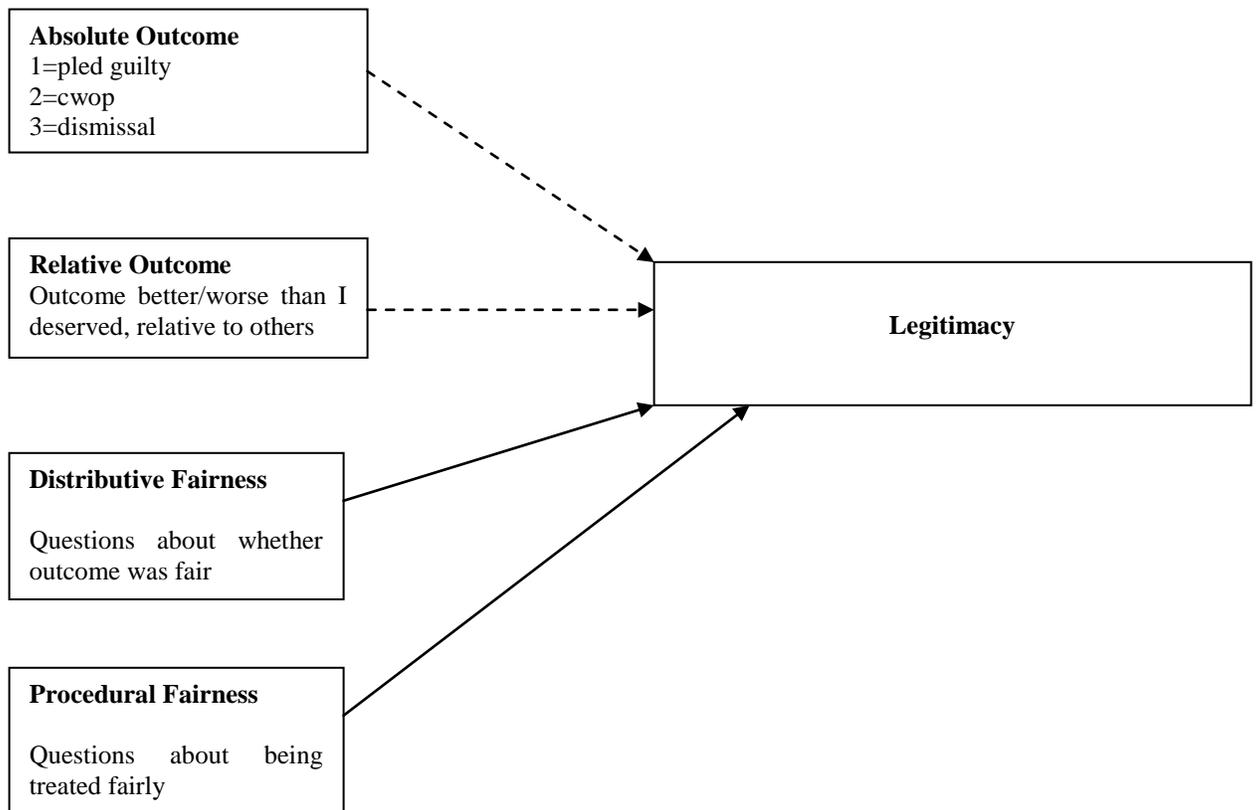


Model 4b



We then added the legitimacy scale as an outcome, to test the theory that perceptions of fairness lead to satisfaction which in turn lead people to see the court as legitimate. We found distributive and procedural fairness to predict legitimacy, but not absolute or relative outcome (see Model 5). This indicates that the reason people say they will comply with court orders has to do with whether or not they believe the outcome of the case was fair, and whether or not they felt they were treated fairly, and not with the actual case disposition. Furthermore, procedural fairness mediated the relationship between distributive fairness and legitimacy (i.e., the coefficient for distributive fairness became slightly less significant and weaker) meaning that the relationship between thinking an outcome is fair and being willing to comply with court orders can be explained by how people feel they were treated in the courtroom.¹⁰

Model 5



While the correlation analysis (see page 25) showed some significant relationships between the experimental conditions and fairness scales, we did not find any significant predictive effects of having an advisory in the regression models. We have contemplated why we found virtually no experimental effects in these data, and have some theoretical interpretations. First, the averages on the fairness scales are already very high (see Univariate Analysis, pp.17), creating a “ceiling effect.” In short, when averages are already at 7 or 8 out of a possible 9, there is not a lot of

¹⁰ In all of the models, we also controlled for whether the respondent was a juvenile or parent/guardian, and saw minimal changes in the results based on which surveys we were analyzing.

room for improvement that could be affected by an experimental design. Furthermore, as we have analyzed data from all of the Fairness Studies, we have considered whether the high averages are in part due to the circumstances under which respondents are answering survey questions. Surveys were administered out loud, in a court building, by court personnel, and at least in the case of juvenile court, directly outside the courtroom where their case was just handled. Another unique feature regarding juvenile court (as compared with, for example, family court) is that the juveniles are there because of criminal activity, and are subject to the court's decision regarding the consequences of that alleged activity. In other words, juveniles and their parents/guardians may be reluctant to speak negatively about the court process and/or their willingness to abide by the court's decision under these circumstances.

Finally, there is one other possibility that applies in all the courts of the Fourth Judicial District. Our judicial officers have been attuned to issues of fairness, perhaps more than most other judicial officers in other parts of the country, since fairness has been a topic of training and discussion for the past two years. In short, the judges and referees of the Fourth Judicial District are, for the most part, treating people fairly, and the manipulated variables of an experiment do not have as great of an effect as they perhaps would in a jurisdiction less familiar with concepts of procedural justice and fairness.

Analysis of Compliance Data

There are multiple methods of assessing compliance with court orders. There are extensive debates in the criminal justice literature regarding the most accurate way to measure compliance: with objective data (i.e., police reports, court records, etc.) or subjective data (i.e., respondent reports of compliance). Both sources are subject to underreporting, the former because not all delinquent activities are caught, and the latter because not everyone is completely honest about their lawbreaking behavior. Here we report both our objective and subjective findings with regard to compliance. We also created a composite measure that includes all subjective compliance violations and used that composite measure, as well as the objective data, to test for correlations with the fairness scales.

Out of the 161 juveniles we spoke with, 126 (78%) had no new offenses listed in the Trial Court Information System (TCIS) six months after they completed our survey. Of the 37 that had not remained law-abiding, 29 (18%) had one new offense, 4 had two new offenses, and 2 had three new offenses. This is close to what we found when we spoke with the juveniles via telephone at the same point in time; fourteen (19%) of the 74 juveniles that answered the phone interview question admitted being arrested for a new charge since their interview, and 60 (81%) said they had not been arrested.

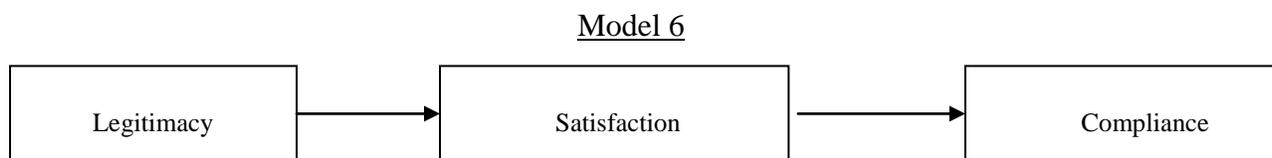
During the compliance phone interview, we also questioned juveniles as to whether they had been able to comply with the judicial officer’s order, whether they had been attending school regularly, and whether they had been following the rules at home, as these were typical conditions imposed by juvenile court judicial officers at the point of adjudication. The results of all the compliance interview questions are listed below, as well as the responses of the parents/guardians.

<i>Question</i>	<i>Juvenile “Yes” response¹¹</i>	<i>Parent “Yes” response</i>
Have you (has your child) been able to comply with the judicial officer’s order?	46 (61%)	43 (59%)
Have you (has your child) been attending school regularly?	62 (83%)	53 (76%)
Have you (has your child) been following the rules at home?	70 (92%)	51 (70%)
Have you (has your child) been arrested for any new charges?	14 (19%)	17 (24%)
<i>Overall Subjective Compliance Problem Indicator</i>	26 (35%)	37 (51%)

¹¹ Percentages are based on total number of responses to that question, which varies by question.

We analyzed whether the compliance variables produced any significant differences on the fairness indicators. There were some interesting differences based on the subjective data, but nothing significant based on the objective data. For the juveniles, the overall subjective compliance indicator was significantly correlated with distributive fairness, legitimacy, satisfaction with the case outcome and satisfaction with the courts. In short, those juveniles who felt the outcome of their case was fair, those satisfied with the court process, and those who said at the initial interview that they would comply with court orders were least likely to self-report compliance problems at the follow-up interview. The objective compliance indicator, however, was not significantly correlated with any of the fairness indicators. This could either mean that the juveniles' self-reports are not completely honest, or it could be that there just are not enough objective compliance violations for meaningful analysis.

In path models, the relationship between legitimacy and the self-reported compliance indicator is mediated by both satisfaction with case outcome and satisfaction with the court system. This suggests that the reason those who say they will comply with court orders do actually comply is because they were satisfied with their case outcomes, and/or satisfied with the court system as a whole, acknowledging the legitimate authority of the justice system, which is consistent with Tyler's prior research.



There did not appear to be any experimental effects with regard to subjective compliance; hearing an advisory speech at the beginning of the court hearing did not seem to affect self-reported compliance. However, a significant correlation existed between hearing an advisory (from anyone) and decreased likelihood to have a new offense noted on the juvenile court database (i.e., TCIS).¹² In essence, there is limited support for the idea that hearing an advisory at the beginning of the court hearing may directly affect compliance, but there do not appear to be any indirect effects whereby hearing an advisory makes juveniles feel they have been treated fairly, which in turn leads them to remain law-abiding. More exploration should be done with these variables, perhaps after more time has elapsed and more objective compliance data become available.

At the same time, we asked some follow-up questions regarding fairness during the phone interviews, to see if perceptions of fairness had changed over time. Perceptions did become less positive over time, based on the questions we asked both juveniles and their parents. In addition, significant and positive correlations existed between long-term perceptions of fairness and compliance with court orders. For example, whether or not juveniles said they were having trouble complying (i.e., staying in school, obeying rules, remaining law-abiding) was highly

¹² For this particular piece of analysis, we included the “broken protocol” cases, treating them according to whether they said they heard an advisory or not for the experimental condition.

correlated with whether or not they said they agreed with the judicial officer's decision, whether they felt the judicial officer treated them fairly, and whether they were satisfied with the judicial officer's decision. Although not as strong, there were two positive significant correlations between the objective measure of compliance (i.e., new offenses in the database) and long-term perceptions of fairness.¹³

¹³ Specifically, the objective measure of new crime was significantly correlated with an indicator of relative outcome, and whether or not the juvenile thought the judicial officer's decision was incorrect

Results of Qualitative Analysis

At the end of the survey, we included two questions which allowed litigants to tell us, in their own words, how they felt about the process of being involved in a Juvenile Court hearing. This section of the report summarizes those results.¹⁷

The first open-ended question read as follows:

Say you had a friend who was coming to the Juvenile Court for the first time and was going to see the judicial officer you just saw. What would you tell your friend?

With this question, we hoped to get at the heart of how both juveniles and their parents or guardians felt they were treated by the judicial officer they had just seen, without pre-set response choices. In total, 156 (out of 161) juveniles and 126 (out of 132) parents who took our survey responded to this question.

The three most common response categories for juveniles were:

“Be honest” 21%
“Be respectful” 21%
“Don’t worry” 19%

Other common responses from juveniles were that the judge was “fair” and “nice”. There were many positive responses overall about the judge and the experience of being in juvenile court.

Three most common response categories for parents were:¹⁴

Overall positive comments about the judge 47%
“Judge was fair” 37%
“Be honest/ tell the truth” 25%

The second open-ended question read as follows:

Is there anything else you think we can do to improve Juvenile Court?

For this question, 151 (out of 161) juveniles, and 118 (out of 132) parents responded. The top three responses for juveniles were:

“No” or “nothing” 50%
“Speed it up” 23%
“Better scheduling” 7%

¹⁴ Percentages total more than 100% because percentages are based on number of responses; respondents often made multiple comments in answer to the same question.

Many of the other comments had to do with waiting time.

The top three responses for the parents/guardians for this question were nearly identical to those of the juveniles:

“No” or “nothing” 31%
“Speed it up” 25%
“Explain procedure more” 14%

On this question, some parents voiced their frustration about the situations their children were in, calling out for more accountability on the part of the children, making the punishment fit the crime, having stricter guidelines for children, and an increased focus on family and school counseling.

Overall Conclusions and Report Summary

This study supported findings of prior research which address the predictors of perceptions of fairness among litigants, and the potential implications of those perceptions. We employed an experimental design whereby some juvenile court defendants and their parents/guardians heard a pre-court explanation (advisory) from the same judicial officer who was about to handle their case, some heard it from a different judicial officer, some heard it from an administrative staff person, and some did not receive a pre-court explanation at all. We expected those people who heard the explanation to give more positive fairness ratings than those who did not. The advisory included information about what the day would hold for them, why they might be waiting to have their case called, and other general information about courtroom procedure and appropriate behavior.

Overall, juvenile defendants and their parents/guardians felt that they had been treated fairly by judicial officers. Parents/guardians were more satisfied overall than the juveniles, and especially felt they were listened to by the judicial officer significantly more than did their children.

Our data did replicate some, but not all, of the prior research on the relationships between absolute outcome, relative outcome, and distributive and procedural fairness on satisfaction, as well as the relationship between these predictors and legitimacy.

Hearing a pre-court advisory made a difference on some fairness indicators, especially for the parents. Most notable was that the most positive responses were from those survey respondents who heard the advisory from the same judicial officer that handled their case. Hearing the advisory from an administrative staff person actually had a negative effect on perceptions of fairness.

In the six month period after we surveyed juveniles and their parents/guardians, very few compliance violations were gathered from telephone interviews and objective data. However, those juveniles who felt the outcome of their case was fair, were satisfied with the court process, and voiced their intent to comply with the court orders at the initial interview were the least likely to self-report compliance violations at six-month follow-up. Subsequent analysis showed that the reason that those who said they would comply actually did comply could be attributed to their satisfaction with the court experience.

The open-ended survey questions produced positive responses about the experiences of juveniles and their parents/guardians in juvenile court. Survey respondents volunteered that they found judicial officers to be fair, and suggested that future defendants would benefit from being honest in their court hearings. Negative comments centered on waiting times and a desire for more information about the procedure, leading us to recommend that juvenile court institute the opening “advisory” as part of the daily routine of delinquency arraignment calendars.¹⁵

¹⁵ We would not, however, recommend this for the trial calendar, as this is not the first time that juveniles and their parents are in court, and many indicated that the information was redundant to them at this later point in the adjudication process.

Appendix A: Juvenile Court Surveys (on following pages)

JUVENILE COURT RIGHTS AND PROCEDURES

ARRAIGNMENT CALENDAR

Good Morning. My name is:

*Judge_____ and {I} {another judge} will be presiding in this court once we begin calling the cases on the calendar. First, I'm going to explain your rights and the procedures for this morning

*_____ from Juvenile Court Administration. A judge will be presiding in this court once we begin calling the cases on the calendar. First, I'm going to explain your rights and the procedures for this morning.

TYPES OF CRIMES - DENIAL

All of you are here because the police have charged you with committing a crime, which if charged as an adult would be a misdemeanor, a gross misdemeanor or a felony. Your charges come in the form of a citation or juvenile delinquency petition. We are here today for arraignment – that is, to make sure you know the nature of the charges filed against you.

You have the right to admit or deny the charges. If you deny the charges we will get you another court date.

As a Juvenile charged with violating the law, you have the following rights:

RIGHT TO BE REPRESENTED

You have the right to be represented by an attorney. If you cannot afford an attorney, one will be appointed by the court to represent you, assuming you qualify based on your income and assets. If you have not already done so, you will need to fill out an eligibility form if you want an attorney appointed by the court.

RIGHT TO REMAIN SILENT

You are not required to answer any questions regarding your charge or to say anything else at this hearing unless you intend to enter a plea of guilty. Anything you do say may be used against you in this and any future hearings. There is an exception to that – your conversations with the state’s attorney to try to settle or negotiate the case cannot be used against you.

ENTITLED TO TRIAL

You are entitled to a trial. In juvenile court you are entitled to a court trial. A court trial is a trial where the judge listens to the facts of the case and makes a decision as to whether the state has proved the delinquency charges. It does not involve a jury.

At a trial, you are presumed innocent. The State must prove their case against you beyond a reasonable doubt. At trial, you have the right to be present when witnesses testify against you. You have the right to cross-examine, in other words, question the state’s witnesses.

You also have the right to subpoena witnesses to come to court and testify on your behalf. You could testify on your own behalf or you can remain silent. If you choose to remain silent, no one can hold that against you.

ADMITTING THE CHARGE

If you choose to admit the charges, you give up the right to remain silent and your trial rights. You still have the right to be represented by an attorney.

If you admit the charges, {I} {the presiding judge} will place you under oath. You’ll explain through your attorney, if you have one, what you did to violate the law. Your admission must be voluntary, without threats or promises by anyone. You may be asked to sign a form, which says you

understand the rights you are giving up by admitting the charge and what the consequences may be.

Your parent or guardian can tell the judge what he or she thinks at the time the judge is deciding on the consequence. If you admit the charge today you may be required to stop by the Juvenile Probation Office on the first floor, before you leave.

PROCEDURE

Here's the procedure that will be used today. If an attorney represents you, he or she will talk to you and the prosecuting attorney. They will see if the case can be settled today. The reasons the case may not be settled today are usually either that an agreement cannot be reached, or because there are some attorney scheduling conflicts. If the case cannot be settled today, we will set a new date for another hearing.

This process takes awhile. Everyone will try to do his or her best to get to your case as soon as possible. But it's a busy place with busy attorneys, so they may have to do another case first. But you must be present when your case is called or when your attorney wants to speak to you, so please be in contact with your attorney or court clerk if, for example, you need to plug the parking meter. We won't forget you, but your wait may be all morning.

You should know that if there are any kids in custody, we handle those cases first. This is because they have been in the Juvenile Detention Center, rather than at home so we need to decide their cases as quickly as possible. We also try to quickly handle cases requiring the services of interpreters. These interpreters are needed in other hearings and other courts. Your understanding in this matter is appreciated.

PROCEDURE W/O JUDGE

Certain items are resolved when {I'm} {the judge is} not on the bench. For example, you or your attorney may wish to speak with the prosecutor about your case to see if there is a possible resolution.

Also, if you are denying the charge, you may, through your attorney if you have one, wish to set the next hearing.

So you will see {me} {the judge} coming in and out to deal with cases that are ready. In the meantime, be assured that everyone is working hard to get to your case. The attorneys may also be talking to {me} {the judge} in chambers to help make sure the case goes smoothly when we come into court.

RESPECT OF COURTROOM

Additionally, this is a courtroom, and I would ask you to respect it as such. That means turn off the cellular telephones, no newspapers, no hats or gum and no talking, except to the attorneys. You may see them talk, but they will only be discussing settlements of today's cases and they will do so quietly.

Bottom line - Please be respectful of all the people here today. And be nice to the courtroom clerk who is just trying to make the morning calendar proceed with fairness and efficiency.

Finally, you should know that some people who work for the courts are doing their best to improve how we do things here. There will be some folks who will ask to interview you after your hearing to ask you about the process.

We know you may have a long wait this morning and we thank you for being here on time. But please take a moment of your time to talk with them if you can after the hearing. We're hoping to improve the way we do things here based on your comments.

JUVENILE COURT RIGHTS AND PROCEDURES

TRIAL CALL

Good Morning. My name is:

*Judge_____ and {I} {another judge} will be presiding in this court once we begin calling the cases on the calendar. First, I'm going to explain your rights and the procedures for this morning

* _____ from Juvenile Court Administration. A judge will be presiding in this court once we begin calling the cases on the calendar. First, I'm going to explain your rights and the procedures for this morning.

TYPES OF CRIMES - DENIAL

All of you are here because you have denied charges filed against you, which if charged as an adult would be a misdemeanor, a gross misdemeanor or a felony. We are here today for trial.

You have the right to admit the charges or continue to deny them. If you deny the charges we will proceed to trial.

As a Juvenile charged with violating the law, you have the following rights:

RIGHT TO BE REPRESENTED

You have the right to be represented by an attorney. If you cannot afford an attorney, one will be appointed by the court to represent you, assuming you qualify based on your income and assets. If you have not already done so, you will need to fill out an eligibility form if you want an attorney appointed by the court.

RIGHT TO REMAIN SILENT

You are not required to answer any questions regarding your charge or to say anything else at this hearing unless you intend to enter a plea of guilty. Anything you do say may be used against you in this and any future hearings. There is an exception to that – your conversations with the state’s attorney to try to settle or negotiate the case cannot be used against you.

ENTITLED TO TRIAL

You are entitled to a trial. In juvenile court you are entitled to a court trial. A court trial is a trial where the judge listens to the facts of the case and makes a decision as to whether the state has proved the delinquency charges. It does not involve a jury.

At a trial, you are presumed innocent. The State must prove their case against you beyond a reasonable doubt. At trial, you have the right to be present when witnesses testify against you. You have the right to cross-examine, in other words, question the state’s witnesses.

You also have the right to subpoena witnesses to come to court and testify on your behalf. You could testify on your own behalf or you can remain silent. If you choose to remain silent, no one can hold that against you.

ADMITTING THE CHARGE

If you choose to admit the charges, you give up the right to remain silent and your trial rights. You still have the right to be represented by an attorney.

If you admit the charges, {I} {the presiding judge} will place you under oath. You’ll explain through your attorney, if you have one, what you did to violate the law. Your admission must be voluntary, without threats or promises by anyone. You may be asked to sign a form, which says you understand the rights you are giving up by admitting the charge and what the consequences may be.

Your parent or guardian can tell the judge what he or she thinks at the time the judge is deciding on the consequence. If you admit the charge today

you may be required to stop by the Juvenile Probation Office on the first floor, before you leave.

PROCEDURE

Here's the procedure that will be used today. If an attorney represents you, he or she will talk to you and the prosecuting attorney. They will see if the case can be settled or if we need to proceed to trial. Every effort will be made to settle your case today.

This process takes awhile. Everyone will try to do his or her best to get to your case as soon as possible. But it's a busy place with busy attorneys, so they may have to do another case first. But you must be present when your case is called or when your attorney wants to speak to you, so please be in contact with your attorney or court clerk if, for example, you need to plug the parking meter. We won't forget you, but your wait may be all morning.

If kids are in custody, we handle those cases first. This is because they have been in the Juvenile Detention Center, rather than at home so we need to decide their cases as quickly as possible. We also try to quickly handle cases requiring the services of interpreters. These interpreters are needed in other hearings and other courts. Your understanding in this matter is appreciated.

PROCEDURE W/O JUDGE

Certain items are resolved when {I'm} {the judge is} not on the bench. For example, you or your attorney may wish to speak with the prosecutor about your case to see if there is a possible resolution. If not, we will proceed to trial as soon as we can, but we have other cases we must handle as well.

So you will see {me} {the judge} coming in and out to deal with cases that are ready. In the meantime, be assured that everyone is working hard to get to your case. The attorneys may also be talking to {me} {the judge} in chambers to help make sure the case goes smoothly when we come into court.

RESPECT OF COURTROOM

Additionally, this is a courtroom, and I would ask you to respect it as such. That means turn off the cellular telephones, no newspapers, no hats or gum and no talking, except to the attorneys. You may see them talk, but they will only be discussing settlements of today's cases and they will do so quietly.

Bottom line - Please be respectful of all the people here today. And be nice to the courtroom clerk who is just trying to make the morning calendar proceed with fairness and efficiency.

Finally, you should know that some people who work for the courts are doing their best to improve how we do things here. There will be some folks who will ask to interview you after your hearing to ask you about the process.

We know you may have a long wait this morning and we thank you for being here on time. But please take a moment of your time to talk with them if you can after the hearing. We're hoping to improve the way we do things here based on your comments.

Appendix C: Court Sheet

Date _____ Name of District Court Staff _____

Judicial Officer _____ Family ID Number _____

Youth ID Number _____ Case Number _____

Juvenile's Name _____ DOB _____

Representation: Public Defender Private Attorney Pro se

Interpreter Case: YES NO In custody: YES NO

Was the judicial officer present during the process? YES NO

Parents/Guardians Present:

One parent _____(specify which) Both parents Guardian _____(relationship) None

Start Time: _____

End Time: _____

Start Time: _____

End Time: _____ (If trial is later on the same day)

Outcome:

Pled Guilty Case was continued and juvenile has to do something before it can be dismissed (CWOP)

The case was dismissed Told to come back to court for next hearing (or trial) Other _____

New Date if Continued _____

Adjudication: None Stayed Yes Not Yet

Transfer of Adjudication: Y N County to be transferred to: _____

Type of Adjudication: Petty Offender Traffic Offender Delinquent CHIPS

Other _____ (specify) None

Conditions of the disposition (if any):

STS _____ # days _____ hours _____ date to be completed by

Probation _____ how long

No Contact Order

Restitution \$ _____ how much _____ by what date

No unexcused absences from school

Obey rules of the home/parents or guardians

Obey curfew

Fees/Fines \$ _____ how much _____ by what date

Other _____

(e.g. defensive driving courses, drug treatment, anger management, letter of apology)

Rule 25? Yes, definitely If necessary Give UA today Random UA's

Experimental Condition:

Judicial officer gives advisory Judge Reilly or Lefler gives advisory

Court staff person gives advisory No advisory given

Out of home placement _____

Appendix D: List of Indicators for Each Construct

Distributive fairness (scale=df): 8 indicators

Mean=7.65, S.D.=1.53

Fair1: I agree with the judicial officer's decision

Fair3: Decisions like the one issued by the judicial officer in this case are good for the residents of this county.

Fair5p: The outcome I received was worse than I deserved

Fair8p: I think the judicial officer's decision was not incorrect

Fair30: The outcome of my case was fair

Fair32p: I am not confused by the judicial officer's decision

Fair36p: The judicial officer's decision was not unfair

Fair38p: The judicial officer's decision is not going to impose hardships on me

Procedural Justice (scale=pf): 9 indicators

Mean=8.17, S.D.=1.19

Fair6: The judicial officer treated me fairly

Fair7: The judicial officer was neutral toward all parties in this case.

Fair9: The judicial officer respected my rights

Fair10: The judicial officer cared about my welfare

Fair15: The judicial officer treated me respectfully

Fair18: The judicial officer behaved very fairly toward me in this case

Fair23p: The judicial officer did not employ unfair procedures in my case.

Fair31p: The judicial officer was not dishonest

Fair40: The judicial officer had my best interests in mind

Relative outcome (scale=ofav_new): 4 indicators

Mean=5.62, S.D.=1.74

Fair16: The judicial officer treated me better than other people because of something about me.

Fair19: The outcome I received was better than I deserved.

Fair 22: The outcome of this case was more beneficial for me than the other party

Fair35: The judicial officer's decision in this case favored me more than the other party

Legitimacy of Authority (scale=leg): 5 indicators

Mean=8.10, S.D.=1.18

Fair13p: Disobeying the law in this case would be okay.

Fair24: I understand what is required of me in order to comply with the judicial officer's decision

Fair25p: It would not be easy to disobey the judicial officers' order in this case and maintain my self-respect.

Fair37: I will try to follow the judicial officer's order in this case

Fair39: I think I should obey the judicial officer's order in this case

Opportunity to Voice Views (scale=voice): 2 indicators

Mean=7.00, S.D.=2.39

Fair 17: The judicial officer provided me or my lawyer ample opportunity to explain my views

Fair34: The judicial officer listened carefully to what I (or my lawyer) had to say in this case

Timeliness (scale=timely): 2 indicators

Mean=6.85, S.D.=2.32

Fair4: This judicial officer and his court dealt with my case promptly.

Fair14: My case was completed in a timely fashion.

Satisfaction with the Courts (scale=sat_new): 7 indicators

Mean=6.87, sd=1.89

Fair41: The courts in this state do a good job of protecting citizens' rights

Fair42: I am confident in the courts in this state

Fair43p: Overall, I do not think the judicial officers in this state are treating people unfairly

Fair44p: Judicial officers in the courts in this state are not dishonest

Fair45: The courts in this state guarantee everyone a fair trial

Fair46: The courts in this state are doing a good job

Fair47: Decisions made by the courts in this state are typically fair

Not used in any scale (did not load with any individual factors):

Fair2p: The judicial officer explained his/her decision to me.

Fair11p: The judicial officer was not biased against me

Fair20: I think a typical member of the community where I live would be satisfied with the judicial officer's decision.

Fair21p: The judicial officer did care about me

Fair26p: The judicial officer's decision is not going to be costly to me in time and/or money

Fair27p: My experience with the court in this case was not a financial burden.

Fair28: Decisions like the one issued by the judicial officer in this case protect the interests of the people who live in this community.

Fair29p: The judicial officer was not impolite toward me

Fair33p: The judicial officer's decision was not an inappropriate application of the law

Appendix E: Correlation Matrices

Correlations for Full Sample

In the table below, only statistically significant correlations (at the 10% margin or better) are reproduced. Shaded areas represent relationships already represented in the matrix.

	Advisory by calendar judge	Advisory by presiding judge	Advisory by admin staff	Advisory by any judge	Absolute outcome	Relative outcome	Distributive fairness	Procedural fairness	Legit	Voice	Time	Satisfied w/courts	Satisfied w/decision
Advisory by calendar judge	1.0	-.347***	-.265***	.574***	ns	ns	.121*	ns	ns	ns	ns	ns	ns
Advisory by presiding judge		1.0	-.263***	.569***	ns	ns	ns	ns	ns	ns	ns	ns	ns
Advisory by admin staff			1.0	-.462***	.124 ⁺	-.100 ⁺	ns	-.099 ⁺	ns	ns	ns	ns	ns
Advisory by any judge				1.0	ns	ns	ns	ns	ns	ns	ns	ns	ns
Absolute outcome					1.0	.151*	.150*	ns	ns	ns	ns	.119 ⁺	.177*
Relative Outcome						1.0	.338***	.253***	ns	ns	ns	.255***	.354***
Distributive fairness							1.0	.702***	.457***	.307***	.386***	.465***	.740***
Procedural fairness								1.0	.518***	.410***	.386***	.452***	.502***
Legitimacy									1.0	.342***	.175**	.282***	.251***
Voice										1.0	.304***	.231***	.239***
Timeliness											1.0	.392***	.245**
Satisfaction w/courts												1.0	.391***
Satisfaction w/decision													1.0

*Significance levels: ns=not significant + $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$*

Correlations for Juveniles Only

In the table below, only statistically significant correlations (at the 10% margin or better) are reproduced. Shaded areas represent relationships already represented in the matrix.

	Advisory by calendar judge	Advisory by presiding judge	Advisory by admin staff	Advisory by any judge	Absolute outcome	Relative outcome	Distributive fairness	Procedural fairness	Legit	Voice	Time	Satisfied w/courts	Satisfied w/decision
Advisory by calendar judge	1.0	-.336***	-.247**	.571***	ns	ns	ns	ns	ns	ns	ns	ns	ns
Advisory by presiding judge		1.0	-.251***	.581***	ns	ns	ns	ns	ns	ns	ns	ns	ns
Advisory by admin staff			1.0	-.431***	ns	ns	ns	ns	ns	ns	ns	ns	-.139 ⁺
Advisory by any judge				1.0	ns	ns	ns	ns	ns	ns	ns	ns	ns
Absolute outcome					1.0	.218 [*]	.185 [*]	ns	ns	ns	.173 ⁺	ns	.218 [*]
Relative Outcome						1.0	.645***	.574***	.290***	ns	.338***	.362***	.577***
Distributive fairness							1.0	.784***	.552***	.271**	.410***	.557***	.687***
Procedural fairness								1.0	.571***	.299***	.381***	.573***	.540***
Legitimacy									1.0	.234**	.176 [*]	.376***	.350***
Voice										1.0	.283***	.288***	.184 [*]
Timeliness											1.0	.398***	.267**
Satisfaction w/courts												1.0	.447***
Satisfaction w/decision													1.0

Significance levels: ns=not significant +p<.10 *p<.05 **p<.01 ***p<.001

Correlations for Parents/Guardians Only

In the table below, only statistically significant correlations (at the 10% margin or better) are reproduced. Shaded areas represent relationships already represented in the matrix.

	Advisory by calendar judge	Advisory by presiding judge	Advisory by admin staff	Advisory by any judge	Absolute outcome	Relative outcome	Distributive fairness	Procedural fairness	Legit	Voice	Time	Satisfied w/courts	Satisfied w/ decision
Advisory by calendar judge	1.0	-.361 ^{***}	-.289 ^{**}	.576 ^{***}	ns	ns	.182 [*]	.168 ⁺	ns	ns	.144 ⁺	ns	ns
Advisory by presiding judge		1.0	-.278 ^{**}	.554 ^{***}	ns	ns	ns	ns	ns	ns	ns	ns	ns
Advisory by admin staff			1.0	-.501 ^{***}	ns	ns	ns	-.159 ⁺	ns	ns	ns	ns	ns
Advisory by any judge				1.0	ns	ns	ns	.185 [*]	ns	ns	ns	ns	ns
Absolute outcome					1.0	ns	ns	ns	ns	ns	ns	ns	ns
Relative Outcome						1.0	.239 ^{**}	.245 ^{**}	ns	.190 [*]	ns	.247 ^{**}	.301 ^{***}
Distributive fairness							1.0	.533 ^{***}	.298 ^{**}	.253 ^{**}	.289 ^{**}	.334 ^{***}	.806 ^{***}
Procedural fairness								1.0	.418 ^{***}	.393 ^{***}	.271 ^{**}	.240 ^{**}	.405 ^{***}
Legitimacy									1.0	.422 ^{***}	ns	ns	ns
Voice										1.0	ns	ns	.262 ^{**}
Timeliness											1.0	.379 ^{***}	.155 ⁺
Satisfaction w/courts												1.0	.306 ^{***}
Satisfaction w/decision													1.0

*Significance levels: ns=not significant +p<.10 *p<.05 **p<.01 ***p<.001*

Appendix F: Open Ended Responses

Juvenile Responses:

Say you had a friend who was coming to the Juvenile Court for the first time and was going to see the judicial officer you just saw. What would you tell your friend?

156 responses

Coders: Gina and Jessica

Agreement Average: .82

Number of perfect agreements: 69%

Top Three Comments:

Be honest (33)

Be respectful (33)

Don't worry (31)

Judge fair (14) "the judge is fair"

Judge nice (15) "the judge was nice"

Judge respectful (3) "the judge is very respectful"

Judge good/cool (8) "she's a good judge"

Judge listens (4) "she'll listen to your side of the story"

Judge understands (1) "she understands"

Judge positive (15) "she's doing her job" "the best judge you could ever have"

Judge negative (3) "he won't let you talk" "he will scare you"

Be honest (33) "don't lie" "tell the truth"

Be respectful (33) "talk to the judge better than friends" "be respectful"

Tell your side (3) "speak your side of the story"

Good luck (6) "good luck"

Cooperate (4) "cooperate with what he says"

Experience positive (10) "fairly friendly environment" "pretty good experience"

Experience neutral (4) "it's not that bad"

Experience negative (5) "very confusing process" "It's hard to get your point across"

Went quickly (5) "it was quick" "it was fast"

They will go easy on you (4) "you get a fair shot at getting off"

They won't give you a break (3) "no matter what you say, she won't give you a break"

Don't worry (31) "not to stress over it" "it will be fine"

Listen to the court (12) "listen to everything they tell you" "listen to the judge"

Long wait (4) "it takes a long time to wait"

No or nothing (14) "nothing"

I don't know (11) "I don't know"

Other (30) "answer questions loudly" "lighten up, it's their first time"

Uncodeable (7) "you're lucky" "tell him to wear blue, because blue is an honest color"

Is there anything else you think we can do to improve Juvenile Court?

151 responses

Coders: Gina and Jessica

Agreement Average: .92

Number of perfect agreements: 88%

Top Three Comments:

No or nothing (76)

Speed it up (34)

Better scheduling (11)

It was good/ fine (9) “I think it’s just fine”

Speed it up (34) “faster” “speed it up”

Better scheduling (11) “schedule people better” “try not to put so many people in one timeframe”

Waiting area improvements (7) “better chairs” “new chairs in the waiting room”

Have more judges and/ or staff (3) “get more people so we don’t have to spend the day here”
“have more judges, more public defenders”

Prevention and/other resolutions (2) “more programs for kids to keep them off the street”

Listen/ hear everyone out (8) “they should let you tell your side of the story”

Explain procedure more (1) “explain more”

Staff negative (4) “have better public defenders” “the sheriffs make inappropriate comments
right in front of you”

Not have to come to court anymore (2) “stop coming”

No or nothing (76) “nothing”

I don't know (8) “I don’t know”

Other (6) “stop sending people to jail for petty stuff” “make judges more informed of special
situations”

Uncodeable (7) “validate” “catch all the liars and crooked judges”

Parent/Guardian Responses:

*Say you had a friend who was coming to the Juvenile Court with their child for the first time and
was going to see the judicial officer you just saw.*

What would you tell your friend?

126 responses

Coders: Gina and Jessica

Agreement Average: .87

Number of perfect agreements: 77%

Top Three Comments:

Judge positive (59)

Judge was fair (47)

Be honest/ tell the truth (31)

Judge was fair (47) “she’s a fair judge”

Judge listens (10) “judge listens”

Judge positive (59) “she took the time to explain to my child” “very good” “very sweet man”

Judge neutral (3) “she’s fine”

Judge was respectful/ polite (6) “judge is polite” “I thought she was respectful”

Judge had the child's best interests in mind (6) “she cared about the well being of my child”
“trying to figure out what’s best for the child”

Experience positive (9) “it was a very good experience”

Experience negative (1) “this is stupid”

It was fair (4) “It was fair”

Staff positive (2) “happy with public defender”

Staff negative (6) “public defender wasn’t trying to defend us” “District Attorney was not fair”

Be respectful (4) “be respectful”

Be patient (2) “be patient”

Long wait (3) “lengthy wait”

Short wait (4) “wait wasn’t that long”

Be honest/ tell the truth (31) “tell the truth”

Follow orders of the court (6) “make sure you comply with the court orders”

Don't worry/ just do it (8) “it won’t be as bad as you think”

Get a lawyer (9) “come prepared with a lawyer” “get a lawyer”

I don't know (2) “I don’t know”

No or nothing (5) “nothing”

Other (20) “just be yourself” “make sure your kids don’t have to come back here”

Uncodeable (6) “a little nervous” “education system sucks”

Is there anything else you think we can do to improve Juvenile Court?

118 responses

Coders: Gina and Jessica

Agreement Average: .82

Number of perfect agreements: 73%

Top three comments:

No or nothing (36)

Speed it up (30)

Explain procedure more (17)

Speed it up (30) “come up with a better system for waiting” “just the time people wait”

Better scheduling (11) “have people come at different times” “schedule cases within an hour of when you are supposed to be there”

Waiting area improvements (4) “more private rooms” “get new chairs”

More judges and staff (2) “hire more people”

Prevention/ other resolutions (8) “family counseling” “should be with school counselors, not court”

Listen/ hear everyone out (1) “people aren’t listened to enough”

Explain procedure more (17) “explain procedure more” “a play by play that tells you what windows to go to, what forms to fill out, what to expect, where to go”

Staff positive (3) “many people in court system have been helpful”

Staff negative (12) “felt a total lack of respect from prosecutor” “people were rude”

Explain options better (3) “parents should know about their options”

More parental input (9) “Parent/guardian should be able to meet with the judges and lawyers before kid’s case, we know what would work”

Filter out petty cases (4) “a lot of things are petty—shouldn’t be in court”

Harsher consequences (5) “children who hit their parents should be dealt with more severely” “more stricter guidelines for children”

Better information (2) “put up more information on where to park” “give more information about having a lawyer—when you need to get a private one”

More detailed look at case (5) “paperwork for defendants needs to be looked at closer” “look at the person better—on an individual basis”

Punishment that fits offense (2) “punishment should fit their offense” “make children accountable for their actions”

No or nothing (36) “nothing”

I don’t know (4) “I don’t know”

Other (24) “I’ve only been here once” “deal with the crime in a timely manner”

Uncodeable (9) “need to improve the kids” “figure out what to change”

Appendix G: Compliance Data Collection Details

- ❖ Out of 243 people who provided us with phone numbers, we were able to interview 159 people (65% response rate). Individuals who may not have been interviewed last summer were still invited to complete our survey. If you subtract the “new” people (9) the number of people interviewed is 150 and the response rate is 62 percent.
 - Number of parents/Guardians: 79
 - Number of juveniles: 80
- ❖ Number of parents/guardians who were not interviewed last summer: 6
- ❖ Number of parents/guardians who were interviewed but reported they had not attended the hearing: 4 –However, they did indicate they were aware of what had happened during the hearing.
- ❖ Number of juveniles who were not interviewed last summer: 3
- ❖ When each individual answered the phone, they heard the following greeting:
“This is ____ from Hennepin County’s District Court, we did a survey with you last July or August after your hearing at the Juvenile Court and you had indicated we could do some follow-up questions, which is why I am calling you this afternoon/evening, do you have a few moments?”
- ❖ Only one person refused to be interviewed, he said it was not a good time and when asked when would be a good time to call, he responded with “never.”
- ❖ The same research assistant conducted all 159 of the interviews.
- ❖ Each individual was contacted at least four times. Interview attempts were made during the daytime hours and evening hours from 8 am to 10 pm.

References

- Brockner, Joel, Y. Chen, E. Mannix, K. Leung, and D. Skarlicki. "Culture and Procedural Fairness: When the Effects of What You Do Depend Upon How You Do It." *Administrative Science Quarterly* Volume 45, 1: 138–159.
- District Court Research 2002. "Results of Survey of Domestic Violence Court Defendants: Understanding of Court Ordered Conditions." Fourth Judicial District of the State of Minnesota, Minneapolis.
- Skitka, Linda J. and Faye J. Crosby. 2003. "Trends in the Social Psychological Study of Justice." *Personality and Social Psychology Review*, volume 7, 4: 282-285.
- Tyler, Tom R. 1984. "The Role of Perceived Injustice in Defendant's Evaluations of their Courtroom Experience." *Law and Society Review* 18: 51-74.
- Tyler, Tom R. 1989. "The Quality of Dispute Resolution Processes and Outcomes: Measurement Problems and Possibilities." *Denver University Law Review* 66: 419-436.
- Tyler, Tom R. 1990. *Why People Obey the Law*. New Haven: Yale University Press.
- Tyler, Tom R. and Steven L. Blader. 2003. "The Group Engagement Model: Procedural Justice, Social Identity, and Cooperative Behavior." *Personality and Social Psychology Review*, volume 7, 4: 349-361.
- Tyler, Tom and H.J. Smith. 1998. "Social Justice and Social Movements." In D.T. Gilbert and S.T. Riske (eds.), *The Handbook of Social Psychology, Volume 2* (4th edition, pp. 595-629). New York: McGraw-Hill.