Issues for Youth in Detention
Transitioning to the Community

Heather Baltodano
Graduate Research Assistant, Arizona State University

Derrick Platt
Maricopa County JPO IV
Graduate Research Assistant, Arizona State University

Chris Roberts, Ed.S., NCSP
School Psychologist
Graduate Student, Arizona State University
AZ EDJJ Advisory Board Partners

- Arizona State University
- Administrative Office of the Courts
- AZ Department of Juvenile Corrections
- Maricopa County Juvenile Courts Maricopa County
- Regional School District
- Community Services in AZ
Defining Transition

- Transition is a coordinated, outcome-based set of aftercare services for youth.
- Transition services help youth achieve social adjustment, employment, and educational success.
- Ultimate goal - to promote successful re-integration of juveniles into the community.
Transition Types

- Probation/Parole
- Special Educational by law (14-21 yrs old)
- Community based
Challenges to Transition

Parole Research

- 46% of males and 27% of females will recidivate (of total population of parolees)

- Youth with disabilities are over represented 30-50% have documented disabilities

- The agency responsible for correctional education differs across states so clear guidelines and responsibilities for transition cannot be determined (Rutherford, Nelson, & Wolford, 1986).

- No single agency accepts responsibility for providing transition records and services (Griller, 1996).
Challenges to Transition

- Parole Research

- There is a great diversity in the types and quality of transition services and interventions delivered to youth with disabilities (Halloran & Simon, 1995)

- A continuum of care, including partnerships between schools, families, communities, and businesses, has not been fully established (Halloran & Simon, 1995)

- Cooperation between public schools, community agencies, and correctional education programs seldom occurs (Griller, 1998)
<table>
<thead>
<tr>
<th>Disability Category</th>
<th>LD</th>
<th>ED</th>
<th>MR</th>
<th>ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Population</td>
<td>4.41%</td>
<td>0.73%</td>
<td>0.96%</td>
<td>3-5%</td>
</tr>
<tr>
<td>Corrections</td>
<td>9.76%</td>
<td>16-50%</td>
<td>12.6%</td>
<td>19-46%</td>
</tr>
</tbody>
</table>

Who are these kids?
Parole vs. Probation Transition

Transition is different

- Many studies on parole few on probation
- Length of services and habits inside
- Educational connections
- Collaboration and loopholes
- Diversion vs. Rehabilitation
Transition
AZ Detention Transition Project

- 4 yr grant (completed 1st year)
  - Find Best practices
  - Establish transition system
- Project Goals
  - Developing Individualized Transition Plans
  - Establishing a Seamless Transfer of Educational Records & Services
  - Establishing a Youth Tracking System
  - Increasing Interagency Linkages & Communication
  - Developing & Implementing a Student Education Passport
- Presented Monday hopefully next year on year 2
ASU- Detention Study

- What is Transition?
  - What problems have you had
  - What has/has not worked
  - What do you need for success

- Surveys
  - 120 kids were surveyed
  - Quantitative aspects

- Interviews
  - 8 kids were interviewed
  - Qualitative aspects
Who are these kids

Pending Offense*
• 23% VOP
• 19% Felony Theft
• 12% Fighting
• 11% Violent
• 10% drugs
There is a correlation between education and lower recidivism rates (Harer, 1994)

This man is still in 3rd grade.
Exploring the Sample

Total population = 155; n = 120

Age range 12 - 17; mean = 15.6

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>11.6</td>
</tr>
<tr>
<td>15</td>
<td>34</td>
<td>28.1</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>24.8</td>
</tr>
<tr>
<td>17</td>
<td>33</td>
<td>27.3</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45</td>
<td>37.2%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>40</td>
<td>33.1%</td>
</tr>
<tr>
<td>African-American</td>
<td>12</td>
<td>9.9%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>9.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>9</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>20</td>
<td>16.5%</td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>73</td>
<td>64.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>25.5</td>
</tr>
<tr>
<td>No</td>
<td>79</td>
<td>74.5</td>
</tr>
</tbody>
</table>

*57.1% of the special education students indicated that they did not have an IEP*
Number of times detained: Range 0-17; mean = 3.24
Approx 70% detained 0-4 times

Where are you going when you get released?
Home or with relatives 60 52.6%
Placement/Unsure 54 47.4%

Difficulty getting back to school?
No 52 58%
Yes 38 42%

Would school help you transition back to the community?
No 26 21.7%
Yes 94 78.3%
Bivariate analyses

No significant difference in the mean number of times detained and:

<table>
<thead>
<tr>
<th></th>
<th>mean # times detained</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender ($t = 1.140, p = .257$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3.94</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>3.11</td>
<td>93</td>
</tr>
<tr>
<td>Special Education ($t = .374, p = .709$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3.34</td>
<td>71</td>
</tr>
<tr>
<td>Yes</td>
<td>3.11</td>
<td>35</td>
</tr>
<tr>
<td>Difficulty return to school ($t = -1.434, p = .155$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3.44</td>
<td>48</td>
</tr>
<tr>
<td>Yes</td>
<td>4.36</td>
<td>36</td>
</tr>
</tbody>
</table>
Bivariate Analyses (cont’d)

Significant difference in the mean number of times detained and anticipated placement ($t = -4.023, p < .001$)

<table>
<thead>
<tr>
<th></th>
<th>mean # times detained</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/Relatives</td>
<td>2.28</td>
<td>57</td>
</tr>
<tr>
<td>Placement/Unsure</td>
<td>4.36</td>
<td>50</td>
</tr>
</tbody>
</table>
Establishing a Model for Predicting Number of Times Detained

Model 1: ethnicity, age, and gender $R^2 = .180$, $F(3, 67) = 4.896$, $p = .004$.
Standardized Beta coefficients indicate that age is the most significant predictor in the model.

Model 2: ethnicity, age, gender, IEP, and special education $R^2$ change = .005, $F(5, 65) = 2.944$, $p = .019$. 
Establishing a Model for Predicting Number of Times Detained

Model 3: ethnicity, age, gender, IEP, and special education, would school help transition, and experience difficulty returning to school $R^2$ change = .016, $F(7, 63) = 2.264, p = .040$.

Model 4: Model 3: ethnicity, age, gender, IEP, and special education, would school help transition, experience difficulty returning to school, and future placement $R^2$ change = .074, $F(8, 62) = 2.945, p = .007$. 
"I lift, you grab... Was that concept just a little too complex, Carl?"
Problems Getting Back Into School

- “Schools want all transcripts from every school I've been to”
- “Get too far behind. To hard to get involved again”
- “Not that many school let or want to have kids from jail in these schools”
- “I need to catch up a lot, make up days, and you look bad”
Problems Getting Back Into School

- “It’s hard cause I fall back into my old ways. And my old ways don’t involve school”
- “Had a hard time getting credits being detained, so I never really went to school”
- “Because they want to wait to the start of the next quarter”
What can we get from this?

- Reasons
  - 40% Being out too long, behind, no there
  - 26% Choices, I don't want it, Drugs
  - 11% Wont accept me, Probation
  - 6% records, waiting for the semester
What is the Next Step?

Seamless transition
Strength based
Choices
Portfolio
## Components of Effective Transition

- **Starts when they enter the facility**
- **Assessment of who they are (including strength based - SB)**
- **Interagency Collaboration and training**
- **Correctional facilities, courts, schools, voc. rehab, mental health, social services**
- **Language understanding**
- **Team-Based Planning**
- **Agencies working in one direction**
- **Corrections/ Court Service, IEP Team**
- **Parent/Community Involvement**
- **Tracking and Monitoring**
- **Seamless transfer of records**
- **Communication between all**
Contact Information

Heather M. Baltodano  
P.O. Box 871911  
Tempe, AZ 85287-1911  
Heather.Baltodano@asu.edu

Chris Roberts, Ed.S., NCSP  
School Psychologist  
P.O. Box 871911  
Tempe, AZ 85287-1911  
skoolpsyco@aol.com

Derrick Platt  
P.O. Box 871911  
Tempe, AZ 85287-1911  
Derpla@juvenile.maricopa.gov