Issues for Youth in Detention
Transitioning to the Community

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Introduction of presenters and Tara Reilly Memorial Scholarship Award
Presentation Presented in October 2004
The project is part of the National Center on Education, Disability and Juvenile Justice project in understanding transition. Introduce the collaborative partners and their roles in the OSEP/OJJDP funded project.
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

What We Are: A collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those at-risk for involvement with the juvenile justice system.
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/Aftercare, The National Center on Education, Disability and Juvenile Justice, Transition Planning and Services findings
http://www.edjj.org/focus/TransitionAfterCare/transition.html

Definitions of transition vary but the core components are across disciplines of juvenile justice and education.

effective and sustained aftercare programs are often a rarity in the juvenile justice system (Briscoe & Doyle, 1996).
Transition Types

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

Discuss the purpose of transition across perspectives

Probation/parole- define difference of each (probation- short term, first criminal involvement, parole long term treatment, intensive or repeat criminal involvement) different angles but same overall focus on engagement in society in a productive way- work, school, etc

Special Education- Law driven to write up IEP and include all in transition to work and school

Community- Engagement in community lead programs of transitioning to give back to the community based on the Restorative Justice Model
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).

Research on transition getting to the problems
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)

Continue research
<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Corrections</th>
<th>General Population</th>
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<tbody>
<tr>
<td>LD</td>
<td>9.76%</td>
<td>4.41%</td>
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<tr>
<td>ED</td>
<td>16-50%</td>
<td>0.73%</td>
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<tr>
<td>MR</td>
<td>12.6%</td>
<td>0.96%</td>
</tr>
<tr>
<td>ADHD</td>
<td>19-46%</td>
<td>3-5%</td>
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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

Refer to them as DOC vs Courts, corrections vs detention, long term care vs short term

Whole different perspective if a juvenile is going back into their school setting in 6 months compared to 14 - 30 days
This is a light hearted look at past transition from corrections. It use to be little to nothing, studies show that engagement within the first 30-60 days is critical to help with recidivism.
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

Define components in designing the model demonstration OSEP grant. The program was just starting
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

Our study focused on self report of what problem detained juvenile were having with transition back to school to define the problem from the youths perspective. A mixed method model using both quantitative and qualitative
Who are these kids

- Pending Offense*
  - 23% VOP
  - 19% Felony Theft
  - 12% Fighting
  - 11% Violent
  - 10% drugs

What are the top reason youth are detained

VOP- Violation of Probation- this could be for not following court orders (to go to school, do work hours, obey parents, etc) or minor criminal offences

Felony theft- stealing over $250 in value (car, damaging something that is not theirs, etc)

Fighting- assault behaviors

Violence- criminal damage, domestic violence

Drugs- possession or paraphernalia
There is a correlation between education and lower recidivism rates (Harer, 1994).

Studies show that the more education a person has the more unlikely they will be to recidivism.
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>
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<tr>
<td>12</td>
<td>1</td>
<td>0.8</td>
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<tr>
<td>13</td>
<td>5</td>
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<td>11.6</td>
</tr>
<tr>
<td>15</td>
<td>34</td>
<td>28.1</td>
</tr>
<tr>
<td>16</td>
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<tr>
<td>17</td>
<td>33</td>
<td>27.3</td>
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Age demographics Of the 150 youth detained on the day that we conducted the survey, 120 completed the survey, resulting in an 80% response rate.

Method: We distributed the surveys to the youth in detention on a Sunday morning, so as to not interfere with their school day and to ensure that we would not be interrupting ongoing programming and activities scheduled for the youth. The facility consists of eight individual units where the youth are separated by age and gender. We went to each of the units to introduce ourselves and explain that we were interested in their experiences in detention, as well as to identify ways that youth in detention might transition more successfully.

We then explained that we had a short survey and we would like for them to participate. We indicated, however, that their participation was strictly voluntary and they would receive no consequences or benefits from the staff for their participation. We distributed the surveys, and reiterated that their responses were confidential. We reminded the youth not to include any identifying information on the surveys, including their name.
Main demographics

**Emphasis** 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%

Survey discussion
programmatic components were examined further in order to establish if significant bivariate relationships and patterns existed based on various demographic variables.
Bivariate Analyses (cont’d)

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

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<tr>
<th>Home/Relatives</th>
<th>2.28</th>
<th>57</th>
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<tbody>
<tr>
<td>Placement/Unsure</td>
<td>4.36</td>
<td>50</td>
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continue
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, $F (5, 65) = 2.944$, $p = .019$.

A multiple regression analysis was conducted to identify significant predictors of recidivism as measured by number of times detained. Four separate regression analyses were conducted; one for each set of predictors.
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, $F(8, 62) = 2.945$, $p = .007$.

continue
Transition should be easy and about communication among all individuals. Start the discussion of the qualitative interviews.
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”

Those youth who indicated encountering difficulties making the transition back into school were asked to explain what difficulties they had experienced.
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”

continue
What can we get from this?

- Reasons
  - 40% Being out to long, behind, no there
  - 26% Choices, I don’t want it, Drugs
  - 11% Wont accept me, Probation
  - 6% records, waiting for the semester

Barriers

Thirty-one individuals responded to the question, with ten youth indicating that the school reported that they had missed too much work for them to feasibly make up. An additional seven reported that their school would not accept them back. Six reported that school was too structured, and four indicated that their drug use hindered their transition back to school. The remaining four indicated that they either had trouble obtaining/transferring credits or that they had been dropped from the roll.
Discuss Transition grant goals and direction based on these findings and future needs.
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

Transition/Aftercare
The National Center on Education, Disability and Juvenile Justice
Transition Planning and Services
Hand out cards to the web site

http://www.edjj.org/focus/TransitionAfterCare/transition.html
References


