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.
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.
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).
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
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
Who are these kids

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Corrections</th>
<th>General Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>LD</td>
<td>9.76%</td>
<td>4.41%</td>
</tr>
<tr>
<td>ED</td>
<td>16-50%</td>
<td>0.73%</td>
</tr>
<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>
</tr>
</tbody>
</table>

Can not find resource but was widely used at the time
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
Transition in the old days use to be 2 bits and Be Good, studies show that engagement within the first 30-60 days is critical for them not to come back
Define components in designing the model demonstration OSEP grant. The program was just starting.
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
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
Studies show that the more education a person has the more unlikely they will be to recidivism.
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you going when you get released?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home or with relatives</td>
<td>60</td>
<td>52</td>
<td>52.6%</td>
</tr>
<tr>
<td>Placement/Unsure</td>
<td>54</td>
<td>52</td>
<td>47.4%</td>
</tr>
<tr>
<td>Difficulty getting back to school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>52</td>
<td>38</td>
<td>58%</td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
<td>52</td>
<td>42%</td>
</tr>
<tr>
<td>Would school help you transition back to the community?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>26</td>
<td>21.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>94</td>
<td>94</td>
<td>78.3%</td>
</tr>
</tbody>
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Survey discussion
Bivariate analyses

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

- **Gender** ($t = 1.140, p = .257$)
  - Male: mean # times detained = 3.94 (n = 18)
  - Female: mean # times detained = 3.11 (n = 93)

- **Special Education** ($t = .374, p = .709$)
  - No: mean # times detained = 3.34 (n = 71)
  - Yes: mean # times detained = 3.11 (n = 35)

- **Difficulty return to school** ($t = -1.434, p = .155$)
  - No: mean # times detained = 3.44 (n = 48)
  - Yes: mean # times detained = 4.36 (n = 36)

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 ($t = -4.023, p < .001$)

<table>
<thead>
<tr>
<th>mean # times detained</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/Relatives</td>
<td>2.28</td>
</tr>
<tr>
<td>Placement/Unsure</td>
<td>4.36</td>
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</tbody>
</table>

continue
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.
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”
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.
What is the Next Step?

- Seamless transition
- Strength based
- Choices
- Portfolio

Discussed 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


