Youth with Disabilities in Juvenile Corrections (Part 2):
Transition and Reentry to School and Community

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module, second in a two-part series, addresses considerations and recommendations for transitioning youth from juvenile corrections facilities back to community, school, and workplace settings (est. completion time: 1.5 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: For a second time, 16-year-old Carlos has been incarcerated at the Maple Hill Juvenile Corrections Facility, this time for approximately nine months. Carlos understands that if he continues on his current path, his future will probably look much like his father's: in and out of jail in an unbroken cycle. Carlos wants to turn his life around and knows that this might be his last chance.

Notes

Initial Thoughts

- What is transition planning and why is it important?
- How might transition planning evolve during incarceration?
- What are some emerging findings regarding successful transition?

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Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should have:
  - ◦ Learn about the transition process for incarcerated youth returning to the community
  - ◦ Recognize the evolving nature of transition planning
  - ◦ Identify research-based practices that improve transition outcomes for these youth
  - ◦ Recognize key activities that lay the foundation for effective transition
  - ◦ Learn about emerging findings regarding successful transition outcomes for incarcerated youth
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ **Page 1: Incarcerated Youth**

- Characteristics of youth in juvenile corrections settings
  - ◦ Graphics: Youth in Juvenile Corrections Settings: Age, Gender, and Race
- Glossary of Key Terms
  - ◦ Link: status offense [definition]
- Statistics about youth with disabilities in JC settings
  - ◦ Graphics: In a class of 15 students…
- Audio: Heather Griller Clark discusses a number of reasons why estimates of the number of youth with disabilities in juvenile corrections settings varies so greatly
- Common Disabilities in JC Settings
  - ◦ Link: Specific Learning Disability (SLD) [definition]
  - ◦ Link: Emotional or Behavioral Disorder (ED, BD, EBD) [definition]
  - ◦ Link: Intellectual Disability (ID) [definition]
  - ◦ Link: Attention Deficit Hyperactivity Disorder (ADHD) [definition]
- Carlos [box]

Notes

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❖ **Page 2: Overview of Transition Planning**

- Incarcerated youth go through a number of transitions
  - Graphic: Transition Stages
- Glossary of Key Terms
  - Link: status offense [definition]
- Challenges facing youth undergoing transition and reentry [bullet points]
- Definition of "transition planning"
  - Definition of "exit at entry"
  - Typical members of a transition team
  - Graphic: Transition planning should address the areas of education, employment, and independent living
- Research Shows
- Audios: Sarup Mathur and Heather Griller Clark, both of Project RISE—a project focused on successful reentries for youth released from juvenile corrections facilities—discuss the importance of planning for youth to transition back into the community
- Research-based practices [drop-down menus]
- Note on juvenile justice systems in the United States
- For Your Information
- Teacher Toolbox
  - Links: IRIS Modules
  - Link: NDTAC Transition Toolkit 3.0

Notes

❖ **Page 3: Transition Planning at System Entry**

- The first transition youth make occurs when they enter the JC facility itself
- Effective Transition Practices
- Definition of "interagency collaboration"
- More information about transition team members and roles [drop-down table]
- Audio: Deanne Unruh discusses the importance of interagency collaboration and provides some strategies that can support youth reentering the community
- Definition of "transition plan"
- For Your Information
- Audio: Leslie LaCroix, a transition specialist, discusses how information is gathered upon entry and used to guide the development of the translation plan

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- Link: Individuals with Disabilities Education Act of 2004 (IDEA) [definition]
- Link: individualized transition plan (ITP) [definition]
- Link: individualized education program (IEP) [definition]
- Link: evidence-based practices [definition]
- Examples of Websites for EBPs
  - Link: What Works Clearinghouse
  - Link: Substance Abuse and Mental Health Services Administration (SAMHSA)
  - Link: The Juvenile Justice Information Exchange
- Addressing Key Areas of Transition at System Entry
  - Education
    - Key Activities at System Entry [bullet points]
    - For Your Information
  - Employment
    - Key Activities at System Entry [bullet points]
  - Independent Living
    - Key Activities at System Entry [bullet points]
- Carlos [box]

Notes

❖ **Page 4: Transition Planning During Residency**

- A successful transition plan incorporates…
- Audio: Leslie LaCroix describes the multi-disciplinary team and the contributions of typical members during the regularly scheduled review of the transition plan
- Effective Transition Practices
- Addressing Key Areas of Transition During Residency
  - Education
    - Key Activities at During Residency [bullet points]
    - Link: Merging Two Worlds
    - Link: Expanding the Circle
    - Audio: Leslie LaCroix describes an innovative yet simple method for increasing the number of high school credits youth can earn during their residency
  - Employment
    - Link: soft skills [definition]

- ▪ Key Activities During Residency [bullet points]
  - ○ Independent Living
    - ▪ Key Activities During Residency [bullet points]
- Audios: Heather Griller Clark and Jean Echternacht describe the primary components of two different transition training curricula, *Merging Two Worlds and Expanding the Circle*
- For Your Information
  - ○ Audio: Deanne Unruh stresses the importance of including families in the transition planning process
- Carlos [box]

Notes

❖ Page 5: Transition Planning for System Exit and Aftercare

- Because exiting the system requires a great deal of planning and coordination…
- Effective Transition Practices
- Addressing Key Areas of Transition Prior to System Exit
  - ○ Education
    - ▪ Key Activities Prior to Exit [bullet points]
    - ▪ For Your Information
  - ○ Employment
    - ▪ Key Activities Prior to System Exit [bullet points]
    - ▪ Audio: Deanne Unruh discusses some of the considerations for preparing youth for employment once they are released
  - ○ Independent Living
    - ▪ Key Activities Prior to System Exit [bullet points]
    - ▪ For Your Information
- Aftercare
  - ○ Key activities include [bullet points]
  - ○ Audio: Leslie LaCroix describes how transitioning planning becomes more intensive prior to release and how youth are monitored during aftercare
- Carlos [box]
  - ○ Link: Carlos' transition plan
  - ○ Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings

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- ○ Link: Secondary Transition: Interagency Collaboration

❖ **Page 6: Emerging Findings**
- • Information on three OSEP-funded model demonstration projects
    - ○ Research-based practices used by these projects
    - ○ Information on interesting findings by the projects
    - ○ Audios: Heather Griller Clark and Jean Echternacht discuss the importance that the student have a strong connection and contact with a caring adult
    - ○ Audio: Leslie LaCroix discusses how she builds rapport and strong relationships with youth
    - ○ Audio: Robert White, a young adult who was incarcerated in a juvenile corrections facility for a number of years, describes how several caring adults contributed to his successful reentry into the community
- • Summary of the three demonstration projects
    - ○ Link: MAP (Making a Map: Finding My Way Back)
        - ▪ The project integrates three existing evidence-based interventions [bullet points]
        - ▪ Audio: Jean K. Echternacht describes the three main components of the MAP project
    - ○ Link: Project STAY OUT (Strategies Teaching Adolescent Young Offenders with Disabilities To Use Transition Skills)
        - ▪ The project uses these transition practices [bullet points]
        - ▪ Audio: Deanne Unruh provides more information about the goals and key features of Project STAY OUT
    - ○ Link: Project RISE (Re-Entry Intervention and Support for Engagement)
        - ▪ The project uses the following reentry practices [bullet points]
        - ▪ Audio: Heather Griller Clark provides more information on Project RISE by describing two key personnel, the transition specialist and the project director, who contributed to the successful transition of youth

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❖ Page 7: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 8: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Carlos
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]