TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY

STEP 8.

Youth in Juvenile Justice Facilities

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TOOLS FOR PROMOTING EDUCATIONAL SUCCESS AND REDUCING DELINQUENCY
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Step 8. Youth in Juvenile Justice Facilities

INTRODUCTION*
Correctional Education Tools

Correctional educational systems are in a unique position to dramatically alter the outcomes for delinquent youth. Education is considered the foundation for programming in most juvenile institutions and should be central to the rehabilitation of troubled youth. Providing youth with educational skills is one of the most effective approaches for preventing delinquency and reducing recidivism.

Correctional education programs have the capacity to provide students with an array of experiences and to provide them with a number of academic and social skills that are essential to successful post-secondary outcomes. Correctional programs can implement strong academic programs to improve reading skills and promote knowledge in content areas among their students. Increased levels of literacy and academic performance are associated with lower rates of juvenile delinquency, re-arrest, and recidivism.

Additionally, correctional education programs can provide high quality vocational programming, opportunities to earn high school credits or a Graduate Equivalency Degree (GED), and can help students to plan for future academic and employment opportunities upon release from the facility. Providing students with these skills will help them to better navigate the post-secondary opportunities and responsibilities that often prove insurmountable to court-involved youth.

The demographic and educational characteristics of incarcerated youth place them at extreme risk for school failure and other deleterious outcomes that begin well before their confinement in correctional facilities and are significant risk factors for delinquent behavior. Unfortunately, the adequacy of education services for youth in juvenile corrections facilities is highly variable. The quality of educational services received by detained and incarcerated youth is dependent upon the agency providing those services which varies from state to state. Depending on the state, education programs are

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* A *Reference List* for each of the nine Steps, including this Step, can be found in Appendix E.

operated by local education agencies (LEAs), state or local juvenile justice agencies, private contractors, or by state departments of education.

The variation in the quality and types of services provided in juvenile correctional settings have resulted in a fractured understanding of the types of services juvenile corrections education programs should provide. Nonetheless, effective education, behavior management, and transition programs have been developed in correctional settings and can be successfully implemented in all juvenile corrections facilities.

The majority of youth enter correctional facilities with a range of intense educational needs that are often compounded by mental health, medical, and social concerns. Many incarcerated juveniles are marginally literate or illiterate, have experienced high rates of disciplinary removal from school, high rates of grade retention, school failure, and drop out. Detained and incarcerated youth are also disproportionately male, poor, from minority backgrounds, and have significant learning and/or behavioral problems. Many of these problems entitle them to all of the special education and related services they would be eligible for in the public school system (Burrell & Warboys, 2000). Many of these students lack the educational background to obtain high school diplomas, and most lack basic skills necessary to successfully identify and procure post-secondary employment or educational opportunities. Court-involved youth continue to be undereducated, underemployed, and more likely to have future involvement with the juvenile or adult justice systems than their peers.

Although educators face a number of challenges developing and implementing effective education and transition practices for detained and incarcerated youth, there are a number of model programs that have demonstrated successful outcomes for youth in many areas. A number of facilities have successfully implemented positive behavioral interventions and supports (PBIS), dramatically improving the level of appropriate behaviors within the facilities.

Researchers have begun to demonstrate the effectiveness of scientifically supported academic programs in correctional settings and have documented improvements in the literacy skills of students in secure care settings. Finally, researchers have worked with correctional education programs to help students to prepare for the transition out of the facility, and provide them with the skills and supports to successfully reintegrate into their community and/or school (*see* Step 9: Aftercare and Community Reintegration from Juvenile Justice Facilities). These programs have shown that positive changes for troubled youth are possible and that juvenile corrections educators can positively impact the academic and social lives of confined youth.

While the majority of detained and committed youth have severe to moderate skill deficits and prior school experiences marked by truancy, suspension, and expulsion, others may be performing at or above grade level. As a result, juvenile correctional education programs need to provide a comprehensive range of options for youth.

In Step 8, we provide tools that will help juvenile corrections facilities develop successful educational programs that promote academic, behavioral, and social outcomes for delinquent youth. We provide examples from successful correctional education programs. The steps described in this section include:

A. Preparation for Reintegration: Developing programs that prepare youth for reintegration into school and society;
B. Individual Learning Plans: Developing plans designed to meet the unique needs of students with a range of academic, behavioral, and social issues;
C. Behavior Management/Behavior Shaping: Incorporating a comprehensive behavior management program to improve student behavior in facilities and in social programs outside the facilities;
D. Classroom Strategies: Implementing strategies to promote acquisition of knowledge and skills in all content areas aligned with state standards mandated under the No Child Left Behind Act (NCLB);
E. Staff Development: Programs that continually train staff to implement best practices in academics, behavior management, and secure care practices;
F. Staff Cooperation (education, direct care, and health care): Developing systems that promote cooperation and integration across the academic, health care, and secure care domains; and
G. Promoting Family Participation: Developing programs that promote family participation in all aspects of a student's involvement with the facility and the transition out of the facility.

The tools described in this section have been developed from programs that have demonstrated positive outcomes for delinquent youth. The tools are designed to provide educators, administrators, and policy makers with a blueprint for the development of high quality correctional education programs. The organization of the tools stress the importance of anticipating the diverse needs students, designing individually tailored education programs, and planning for the transition of students out of the facility and reintegration back into the community. Each of the tools requires, or is enhanced by, cooperation across the systems within each facility, integration of the family or caretaker at each step of the educational process, and coordination of services with the home school and community services available to the student. Implementation of the tools will help facilities improve the quality and level of service and should improve academic, social, and post-school outcomes for detained and incarcerated youth.

Discipline with Dignity
(a promising practice)

BRIEF OVERVIEW

Examining the broad framework of classroom management, effective teaching, and developmentally appropriate practices, **Discipline with Dignity (DWD)** reflects a proactive approach to preventing problem behavior. This model offers a framework with ten objectives that emphasize effective classroom-change strategies. These strategies can change the classroom dynamics, thus removing or eliminating behavioral problems.

DWD is a flexible program for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect, and shared decision making. This approach was developed by Dr. Richard Curwin and Dr. Allen Mendler, authors of the book Discipline with Dignity.

Essential features of this approach:

- equips educators with classroom skills, techniques, and structure that enable them to spend less time dealing with behavioral problems and more time on positive interactions with students and on instruction;
- provides a framework for educators to develop tools and skills allowing them to become effective within their own style of classroom management;
- defines a mechanism for developing self-esteem, while providing students with tools essential for responsible decision making;
- enhances and preserves students' dignity regardless of their behavior;
- provides principles that governing behavior;
- describes effective teaching strategies;
- provides interventions and classroom accommodations; and
- reduces and or minimizes socialized aggression.

IMPLEMENTATION ESSENTIALS

Discipline Associates offers various training formats, including workshops ranging from a half day to several days, as well as a Training-of-Trainers program. A multi-year program that trains school or institute personnel to become in-house trainers has proven the most effective long-term tool and Discipline Associates can build a format to meet specific needs and available resources (http://www.disciplineassociates.com/faq.htm).

Implementation of *DWD* includes the following:

- developing the school community of in-school factors and identifing or creating school-based methods that will address each one;
- using methods of discipline prevention other than rules and consequences;
- Creating classroom and school-wide social contracts;
- diffusing problem situations in a manner that protects the offending student's dignity, the educator's authority, and the class' integrity;
- implementing school and classroom practices that make students feel welcome and important in class;
- developing school-wide strategies for working with difficult students; and
- establishing classroom rules that promote appropriate behavior while teaching responsibility to students.

Factors that foster success of *DWD* include:

- the ability to maintain each individual's dignity in the discipline process;
- teachers and staff beginning to view discipline as an integral part of instruction;
- application of specific strategies for teaching responsibility to students;
- enhancement of self-esteem through developing responsible behavior;
- understanding the key differences between consequences and punishments and why consequences are more effective;
- using proven strategies in classrooms for effectively managing the behavior of disruptive students;
- recognition of ineffective methods and understanding why they fail;
- confidence and skills applied when defusing potentially explosive classroom situations;
- identification of the basic needs which motivate problem behavior and then matching strategies based upon the need(s) responsible for that behavior;
- discerning the connections between motivation, effective teaching practices and discipline; and
- developing an effective discipline plan which integrates components of Discipline with Dignity.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

DWD is a promising practice because it is incorporates what research has shown works with regard to effective discipline practices. It also has been recognized as a violence prevention resource.

- Cotton, K. (1990). The research on discipline practices. In *Schoolwide and Classroom Discipline*. School Improvement Research Series (SIRS): Close-up #9. http://www.nwrel.org/scpd/sirs/5/cu9.html
- Evanski, Gerard. (undated). Brain-Compatible Discipline (with Dignity). An editorial available on-line on the Discipline Associates website. http://www.disciplineassociates.com/printeditorial4.htm

- Violence Prevention Resources (May 2006) http://education.umkc.edu/Safe-School/documents/Violence%20Prevention%20Resources.pdf#search=%22%22discipline%20with%20dignity%22%20%22model%20program%22%22

The DWD website reports it has been used in residential facilities with juvenile delinquents as well as with special needs, behaviorally challenged students in regular and special education programs.

The Kalamazoo RESA Juvenile Home School, http://www.kresa.org/kcjhs/, regards the development of social skills and emotional stability as an integral part of a student's education. Problematic and maladaptive behavior can be prevented with effective program development models. Implemented at the Kalamazoo RESA Juvenile Home School, the *Discipline with Dignity* model is regarded as preventive in nature. Much of the development in the area of preventing problematic behavior is through consultative and collaborative partnerships with Juvenile Home School staff, the Kalamazoo County Courts, and Day Treatment program.

RESOURCES

- *Discipline with Dignity*® (DWD) is exclusively offered by Discipline Associates and those trained or licensed by Discipline Associates. Information is available on its website. http://www.disciplineassociates.com/dwd
- Curwin, R., & Mendler, N. (1999). *Discipline with Dignity*. Alexandria, VA: Association of Supervision and Curriculum Development. Available for purchase on the DWD website. https://www.disciplineassociates.com/Default.ASP.
- Other books, DVDs/videos and audiotapes on working successfully with difficult students also are available on the DWD website. https://www.disciplineassociates.com/orderform.htm.
- A bibliography of additional references regarding DWD is available on-line from the Internet School Library Media Center (ISLMC). http://falcon.jmu.edu/~ramseyil/disciplinebib.htm#A
- Course Outline: Discipline with Dignity. *A Graduate Course for Educators. Education Institute.* http://www.teachereducation.com/dwdout.html

BACKGROUND READING

- The Center on Education and Lifelong Learning. (n.d.). *School Climate and Discipline*. Indiana Institute on Disability and Community. Indiana University. http://www.iidc.indiana.edu/cell/discipline.php
- *School Discipline & Classroom Management: A Bibliography.* Internet School Library Media Center (ISLMC). http://falcon.jmu.edu/~ramseyil/disciplinebib.htm#A
- Wilson, L.M. & Corpus, D.A. (Sept. 2001). *The effects of reward systems on academic performance. Middle School Journal*, 33/1, pgs 56-60. http://www.nmsa.org/research/res_articles_sept2001.htm

Guided Language Acquisition Design (GLAD)
(an emerging practice)

BRIEF OVERVIEW

Guided Language Acquisition Design (GLAD) is a model of professional development with proven replicability in more than 120 school sites. Through *Project GLAD* training, teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Tied to English language development standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms. *Project GLAD*'s focus is on teachers in multilingual classrooms serving students in kindergarten through 8th grade. The project has been used successfully with more than 30,000 English learners nationwide.

GLAD training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students has been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but also fosters a sense of identity and voice.

IMPLEMENTATION ESSENTIALS

Project GLAD is a model of staff training for language acquisition. Teachers are trained to modify the delivery of instruction of students to promote academic language and literacy. *GLAD* has two components.

The first component is the "what" of the language acquisition model.

The "what" of the *GLAD* provides an organizational structure for an integrated, balanced literacy approach.

The integration of listening, speaking, reading, and writing among all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and not on form. Any language should be acquired while studying something of interest or real life use.

Brain research reinforces that by integrating the content areas with each other and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus

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insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the *GLAD* model is intended for English Language acquisition for second language learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting.

The second component is the "how" of the staff training.

Element 1: Theory and Research
Training in theory and research with practical classroom implications and applications occurs over a two-day period. It covers the works of educators across the disciplines of reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies, and organization.

Element 2: The Demonstration Lesson
Observation of a demonstration session occurs in a classroom all morning for one week. The unit has been requested by the classroom teacher and written by the team of trainers. One of the trainers workswith the children by presenting the strategies. The other trainer observes in the back of the room. This trainer is explaining what is being done, why, and generally answering questions concerning the lessons. Afternoons are spent on feedback and collaboration such as initial planning with the trainers for the trainees' upcoming units. Seeing successful strategies modeled with students is the most effective method of promoting change.

Element 3: Follow-up and Coaching
This element reduces time out of class as it promotes meaningful follow-up. The trainers visit classrooms to provide encouragement and assistance if required. This model uses some of the cognitive coaching elements from Art Costa in that the coach or trainer only observes and provides feedback on things that are specifically requested by the teacher. The follow-up time is 1-2 days.

Element 4: Key Trainers

If a team of trainers are to become key trainers, they must be:

- designated by their districts as staff development trainers;
- committed to working in teams of two or more; and
- committed to more training than the teachers.

For certification (in addition to Tier One training requirements for teachers), these Tier Two requirements apply:

- a minimum of six months of classroom experience as a trained teacher;
- two to four practice demonstration lessons with team partner (peer coach);
- two to four practice in-service workshops presenting theory, research, and classroom application with team partner (peer coach);

- certification/evaluation done by a *GLAD* trainer on presentation of workshop and demonstration session.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

Project GLAD has over ten years of data and personal testimony to its effectiveness recognized in grades Kindergarten to 1st grade.

- In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm.
- In 1991, Project GLAD was declared a Project of Academic Excellence by the U.S. Department of Education. At a national level, the growth in scores also far exceeded the norm.
- Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings.
- Five GLAD-trained schools have won Title I Achieving Schools Awards.
- GLAD is a recognized Model Reform Program for the California School Reform Design.
- Project GLAD has trained in over 120 school sites nationally.
- Project GLAD has certified 24 sets of key trainers to train in their own districts.

In March 2004, the Orange County Department of Education, Alternative Community Correctional Education Schools and Services (ACCESS) Division provided a one-day overview of *Project GLAD* for all ACCESS educational staff. Following this initial overview, several teachers attended the full six-day *GLAD* training provided through the Orange County Department of Education partnership with Capistrano Unified School District. Because these sites are often short-term placements, data on student achievement over time is difficult to acquire. However, teacher practice has changed significantly where *GLAD* strategies have been implemented. Teachers that in the past had been fearful about engaging students in cooperative and large group learning opportunities (pairsor larger) are now actively engaging students in the learning process. These teachers are excited about the changes they have seen in the affect of students within their programs and have noticed a significant decrease in serious incident reports (SIRs) in those classrooms in which *GLAD* practices are being used. Because no specific data is yet available regarding its effectiveness in that context, we are designating this as an emerging practice.

GLAD was recognized by the Hispanic Dropout Project 1997 as a Title VII Academic Excellence Award Winning Program. http://www.ncela.gwu.edu/pubs/hdp/2/

RESOURCES

- Contact for more information about Project GLAD training grades K-8:

    Project GLAD National Training Center
    c/o Marcia Brechtel
    Orange County Department of Education
    P.O. Box 9050
    Costa Mesa, CA 92628-9050
    Phone: 714-966-4156; e-mail: projectglad@ocde.us

- Contact for more information about Project GLAD training at the high school level.

  Capistrano Unified School District
  Project GLAD
  c/o Jackie Campbell, Director of English Language Development
  33122 Valle Road
  San Juan Capistrano, CA 92675
  Phone: 949-34-9257
  E-mail: JLCampbell@capousd.org, fasmith@capousd.org, or mcwalker@capousd.org

- Project GLAD website. www.projectglad.com
- GLAD Toolkit. http://www.psd1.org/glad/toolkit.htm
- The Language of Learning. The California Report.
  http://www.californiareport.org/domains/californiareport/060522-bilingual.jsp#part1

BACKGROUND READING

- Brechtel, M. (2001). *Bringing It All Together: Language and Literacy in the Multilingual Classroom.*
- Effects of the Implementation of Proposition 227 on the Education of English Learners, K-12. Findings from a Five-Year Evaluation: Final Report. By: Thomas B. Parrish, María Perez, Amy Merickel, Robert Linquanti. **http://www.wested.org/cs/we/view/rs/804**
- National Association for Bilingual Education (NABE). http://www.nabe.org/

Pathfinder Educational Program
(a promising practice)

BRIEF OVERVIEW

The **Pathfinder Education Program (Pathfinder)** in Lincoln, Nebraska, is a multi-faceted educational program for incarcerated youth. The goals of the program are to provide educational opportunities that allow students the opportunity to enhance basic academic skills, technology abilities, and career options and develop personal growth skills through comprehensive, individualized instructional programs of study.

Pathfinder has three key components:

- **Organization**. Education is provided through an intergovernmental agreement between Lincoln (Nebraska) Public Schools Educational Service Unit and Lancaster County. Funding is provided from the Nebraska Health and Human Services Department and Title I of the Elementary and Secondary Education Act (Title I). Teachers are selected through the public school Human Resources Department and state certified. Because the Lancaster County Detention Center is connected with the public schools, incarcerated students can earn credit toward high school completion. A centralized computer system also allows administrators to easily access Individualized Education Programs (IEPs) for students with special needs as well as mental health, behavioral, and medical records. This inter-agency organization greatly facilitates the prompt assessment of individual student needs.

- **Education Staff**. Staff are expected to be caring, compassionate, flexible, and have an understanding of the unique needs of youth as they move through the juvenile justice system. These characteristics are crucial in establishing trusting relationships that will assist youth in confidently accepting instruction and attaining skills. In addition, educators must have the ability to quickly assess gaps in educational skills and design individual educational plans to meet their needs. Low teacher-student ratios (9:1 on average) are maintained within a class day consisting of six 40-minute periods. Secure staff is also expected to assist in the education of students in and out of the classroom.

- **Curriculum.** Pathfinder leadership was instrumental in developing Nebraska Department of Education Rule 18 (http://www.nde.state.ne.us/LEGAL/COVER18.html). Effective December 29, 2003, Rule 18 mandates that interim placement schools must provide instruction in language arts, science, science, and mathematics. In addition, Pathfinder provides

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instruction in reading, fine arts, and health. In addition, the needs of special education students must be met in compliance with federal law and transition services must be in place upon discharge. The Pathfinder program thus delivers a curriculum in line with the local public school system within a rich, literate environment and the staff is given professional latitude in modifying curriculum to meet the individual needs of the student.

In addition to innovative teaching strategies, the Pathfinder program utilizes Nova NET®, a computer-based, online course system for grades 6-12 (*see* http://www.pearsondigital.com/novanet/). This program employs adaptive instruction techniques which allow teachers to design individualized instruction accommodating diverse student needs.

An extensive life-skills program, described below, is provided during non-school hours. This program focuses on giving students practical skills needed to transition to life in the community.

IMPLEMENTATION ESSENTIALS

Pathfinder operates effectively with a multi-layered system of active supports. Collaboration between agencies is seen as essential and is supported by legislative mandates (RULE 18). Nebraska Health and Human Services, Title One, federal, and local grants all provide funding. Expenses are shared between the state, county agency, and public school. Technology support to allow for Internet research and lesson development is critical to engaging student interest and meeting unique needs. Teacher resources and training are a top budget priority. The largest and most critical expenditure is payroll. Without adequate, high quality people the program cannot function.

Teachers are hired who are experts in their field and demonstrate a passion for working with incarcerated youth. Administrative staff assists educators by allowing them a wide berth of professional latitude and providing information on admitted students. Communication within the school is facilitated at weekly meetings of all education staff during which IEP goals and objectives are discussed and information is shared as to what works or does not work with individual students.

Individualized instruction is facilitated by thematic units of study. These units might include building catapults, analyzing political cartoons, journal writing, exploring literature or creating art. Teacher-created units allow for individual student participation whether they have been incarcerated for four weeks or four hours.

The use of Nova NET® is facilitated by a teacher who provides specialized instruction for all students involved in the program. Students with special needs are typically mainstreamed. Students with more urgent academic needs are accommodated through a specialized reading program or one-on-one instruction in areas of difficulty. Male and female students are not separated, but taught in co-ed classes to resemble a regular public high school. In addition to building thematic units, team teaching also is utilized.

The life skills curriculum is supported by a large and varied group of professionals. Local businesses and organizations provide education in their specific areas of expertise. Volunteers

from the community are used extensively. Professionals within the facility are also utilized. All staff members are trained to provide life skills education. Community outreach and inter-staff collaboration are crucial to the success of the program.

Personnel. The school is fully staffed according to public school guidelines. There is one teacher each for math, science, English, social studies,physical education, reading, fine arts, and Nova NET. There are three para-educators for academics and one to assist with Nova Net. There are three Life Skills teachers and one staff secure educator assisted by a para-professional.

PROGRAM EVALUATION

- The program was recommended as a model program in an April 8, 2004 report from the Center for Research and Professional Development (CRPD) to the National Juvenile Detention Association (NJDA) authored by Cramer-Brooks, C. & Roush, D.W.
- It was deemed one of the finest correctional education programs in the United States (Memorandum dated October 28, 1994 to Dr. Susan Gourley, Superintendent/Lincoln Public Schools from Dr. Peter Leone, Ph.D., Director, National Center on Education, Disability and Juvenile Justice [EDJJ]).

AVAILABLE EVIDENCE

Survey protocols were developed by *Pathfinder* staff in collaboration with Lincoln Public Schools. Questions gauged both teacher and student perceptions of the programs using a Likert scale from 1 ("strongly disagree") to 4 ("strongly agree"). Data was collected at two points and mean values scored for each question. Significant findings report:

- A significant number of students feel they are treated well (3.32; 3.38).
- A significant number of students feel they have gained knowledge and skills (3.13; 3.14).
- Teachers feel the students are provided a caring, encouraging environment (3.00; 2.89).
- The overall percentages of students who strongly agree or agree with:
  - Pathfinder staff treats them well – 92%;
  - gained knowledge and skills – 84%; and
  - felt better about learning since starting program – 71%.

RESOURCES

- Contact for more information.

    Randy Farmer
    Phone: 402-441-6817
    E-mail: rfarmer@lps.org

- Cramer-Brooks, C., & Roush, D.W. (April 2004). An assessment of the Pathfinder Education Program: The School program for youth at the Lancaster County Youth Services Center operated by the Lincoln Public Schools. Center for Research and Professional Development. East Lansing, MI. (Copy available from CRPD; phone: 1-517-432-1242).

- Pathfinder Education Program home page. http://pathfinder.lps.org/
- Pathfinder Educational Program. Lancaster County Juvenile Detention Center. http://www.ci.lincoln.ne.us/CNTY/atten/educate.htm
- Zablocki, M. (2005). Pathfinder Education program: Lancaster County, Nebraska Detention Center. In *EDJJ Notes*, 4,(1). http://www.edjj.org/edjjnotes/volume4number1.pdf

BACKGROUND READING

- Leone, E. & Meisel, S. (1997). Improving Education Services for Students in Detention and Confinement Facilities. *Children's Legal Rights Journal*, 1997, v. 17 (1)., (pp. 1-12). Reprinted at: http://www.edjj.org/Publications/list/leone_meisel-1997.html
- Meisel, S., Henderson, K, Cohen, M & Leone, P. (1998). Collaborate to educate: Special education in juvenile correctional facilities. In *Building Collaboration Between Education and Treatment for At-risk and Delinquent Youth* (pp. 59-72). Richmond: National Juvenile Detention Association, Eastern Kentucky University. Reprinted at: http://www.edjj.org/Publications/list/meisel_henderson_cohen_leone-1998.html/
- National Council on Disability. (2003). Addressing the Needs of Youth with Disabilities in the Juvenile Justice System: The Current Status of Evidence-Based Research. http://www.nicic.org/Library/018987
- Quinn, M. M. et al. (2001). Students with Disabilities in Correctional Facilities. http://ericec.org/digests/e621.html.
- The National Center on Education, Disability and Juvenile Justice. (n.d.). The case for quality education in juvenile correction facilities. http://www.edjj.org/focus/education/.

Promoting Family Involvement for Youth in the Juvenile Justice System
(a promising practice)

Educators are well aware that parent involvement can play a significant role in increasing student achievement and decreasing behavioral problems. Additionally, they understand the obstacles that exist to achieving family involvement when students are confined in juvenile-justice (JJ) facilities. Educators in correctional facilities are knowledgeable about the rights of parents to meaningfully participate in the development and implementation of Individualized Education Programs (IEPs) for their children, and understand the barriers to exercising those rights when the student is in secure confinement.

Research on effective education practices has shown that family involvement has a positive impact on student achievement. For incarcerated youth, potential positive long-term outcomes include:

- The ability to maintain and strengthen on-going relationships between youth and their families.
- The ability to facilitate a youth's successful re-entry back to his or her community upon release from confinement.
- Families who make an investment in the educational and service planning for their incarcerated children are likely to feel some ownership and commitment to follow through.
- Families can learn better skills for responding to situations and behaviors involving their children and how to resolve conflicts.
- Families can learn how to work constructively with educators, service providers, and other professionals.
- Families can learn to reinforce youth's positive behaviors and accomplishments.
- Because family involvement can be a protective factor and increases resiliency, it can reduce recidivism.

Because family involvement can be so critical to academic achievement and student well-being, when a student's parents are unavailable despite the best efforts of educators to involve them, the school seeks out extended family members. When those efforts are unsuccessful, outreach is made to persons in the community familiar with the student who might be willing to serve as

a mentor and advocate for the student. Therefore, family involvement involves a broad and practical definition of "family."

While family members of some incarcerated students might be viewed as a source of negative influences, anxiety, stress, and even trauma that interferes with learning, these students eventually will be released back into their home communities. For those youth who come from chaotic environments and have families who live difficult lives, providing supportive assistance to their families is extremely important. Correctional programs committed to providing a therapeutic environment for rehabilitation of youth understand that working with family members, not excluding them, is critical to reducing recidivism.

Because educators in corrections settings are eager to learn and implement strategies that promote healthy family involvement, a guidebook created for that purpose is described in this *Tool*.

BRIEF OVERVIEW

Working with Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals and Building Administrators (2006) was developed for the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (NDTAC). It is available online on the NDTAC website: http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200611a.asp. Development of this guide included collecting examples of effective practices from correctional education administrators and consulting with families.

This guide includes information regarding:

- who has responsibility for family involvement and what should they do;
- factors to consider when working with families to insure educational access and successful transitions;
- characteristics of good relationships between schools and families;
- what families say helps them to get involved with correctional education programs;
- what families expect and desire in a correctional education program
- supporting family involvement;
- using family visits to engage parents in school activities;
- what to do when a family visit does not go well; and
- how do you know family involvement is improving.

IMPLEMENTATION ESSENTIALS

Effective programs for involving families typically have certain characteristics, including:

- Effective programs are based on research and sound theory, are implemented as designed, are adequately funded, and are evaluated with regard to what they do.
- They create a welcoming environment for all families.
- Family involvement begins early—at the time of admission when possible (for example, by providing an orientation for families).

- They ask families for information about the best way to involve them (e.g., what language to use); what medium to use (email, phone, 3rd party contact); the best time of day to call; how to leave messages; etc.
- They understand how a family is influenced by its culture and respect the family's culture.
- They are creative and persistent in establishing communication with families, using multi-strategies to reach out to families, and providing families with regular reports about all services their child is receiving.
- They establish and maintain ongoing communication with family members and consult regularly and positively about their children.
- They sponsor social activities (e.g., picnics, festivals, family nights, etc.).
- They develop school-wide and institutional policy and programs that encourage family involvement.
- They involve the families in after-care planning.
- They have leadership and commitment from the administration.
- They use technology (i.e., telephone conferencing, email, and webcams).

Other features that an effective program might have are:

- connecting families with each other (e.g., offering peer support groups on visiting days);
- offering education and skills training to families (e.g., computer skills; English language; parenting skills; job seeking skills; medication management; student education rights);
- offering incentives for family involvement (e.g., extra family visit after attending an IEP meeting);
- recruiting family members to serve on advisory groups;
- collaborating with the community; and
- encouraging families to learn about their child's disability (for example, refer them to disability and parent resource centers, http://www.taalliance.org/centers/index.htm).

Special efforts that might be made with families that are hardest to involve include:

- repairing relationships between the student and his/her family;
- employing family liaisons to work with families;
- tailoring individualized approaches to tap into the strengths of each family; and
- finding the best pathway to reach the family.

Funding resources for family involvement include:

- the Individuals with Disabilities Education Act (IDEA);
- Title I, Part D of Elementary and Secondary Education Act (ESEA);
- Office of Juvenile Justice and Delinquency Prevention (OJJDP) formula grant funds;
- Mental Health and Substance Abuse Prevention and Treatment Block Grants; and
- Systems of Care grants focused on returning students to their home communities and schools.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

There are a number of family involvement programs that have been designated "exemplary" programs, "model" programs, or "promising" practices as described in various reports:

- Kumpfer, K. L., & Alvardo, R. (1998, November). Effective family strengthening interventions. Juvenile Justice Bulletin. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. [Note: A summary of this report and the interventions it recommends is available at: http://www.tyc.state.tx.us/prevention/effective.html].
- Kumpger, K.L. (1999). Strengthening America's families: Exemplary Parenting and Family Strategies For Delinquency Prevention. OJJDP. http://www.strengtheningfamilies.org/html/literature_review_1999.pdf
- Strengthening America's Families Project, OJJDP & CAPS, www.strengtheningfamilies.org

Most of these programs have not been evaluated in the context of youth confined in juvenile justice facilities, although some have been and are being used in such facilities.

For example, the **Jackson Project** is an initiative launched in October 2005 by the North Carolina Department of Juvenile Justice and Delinquency Prevention (DJJDP). It is piloting a number of concepts associated with DJJDP's move to a new model of care including: replacing large juvenile justice facilities with smaller facilities scattered throughout the state in order for youth to be placed close to their home communities; blended education-treatment programming; a focus on positive youth development; and a model of care focused on therapeutic interactions between youth and staff. The project includes an emphasis on family involvement throughout each facility that serves students, including education programs. Family involvement programming includes family communication, parents' monitoring and supervisory strategies, and family discipline practices. A presentation about the Jackson Project is available online: *Staying Focused on Youth Putting Families First, http://www.neglected-delinquent.org/nd/events/webinars/webinar0806_steinberg_haley.ppt*.

RESOURCES

- New York State Office of Corrections. Family Advocacy Bureau, Juvenile Residential Services. http://www.ocfs.state.ny.us/main/faqs/juvenilefaq.asp
  [Note: Uses Family Advocates training to work with families. Provides limited assistance to family members to enable the family to visit their children in placement (i.e. pick up the family, logistical and/or financial assistance).]
- Osher, T., & Huff. B. (2006). *Working With Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators.* National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (NDTAC). (Available online in December 2006.)
- Osher, T., & Huff, B. (July 2006). *Webinar: Supporting Family Involvement of Students in the Juvenile Justice and Corrections System.* NDTAC. Available at: http://www.neglected-delinquent.org/nd/events/webinars.asp#family_involvement
- Texas Youth Commission. *Ways the system is working with families.* Available at: http://www.tyc.state.tx.us/about/annual/section3/p8_family.html

BACKGROUND READING

- Brock, L., Burrell, J., & Tulipano, T. (Aug. 2006). *Family Involvement.* NDTAC Issue Brief. http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200608b.asp
- Epstein, J.L., & Salinas, K.C. (May 2004). *Partnering with families and communities*. In Educational Leadership. vol. 61, #8 (p. 12-18). http://pdonline.ascd.org/pd_online/success_di/el200405_epstein.html
- Garfinkel, L.F., et al. (1999). *Promoting Family Involvement.* In *Unique Challenges, Hopeful Response: A Handbook for Professionals Working with Youth with Disabilities in the Juvenile Justice System* PACER Center (2nd ed.). www.edjj.org/publications/list/pacer-1997.pdf (Includes "Things Professionals can do to Involve Families," and "Ways to reach underinvolved families.")
- Osher, T., & Huff, B. (August 2006). *Spotlight: Strategies to engage families.* NDTAC. http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200608a.asp
- Osher, T., & Hunt, P. (Dec. 2002). *Involving families of youth who are in contact with the juvenile justice system*. NCMHJJ Research and Program Brief. http://www.ncmhjj.com/pdfs/publications/Family.pdf
- Walker, J., & Friedman, K. (2001). *Listening and learning from families in juvenile justice.* Columbia, MD: Maryland Coalition of Families for Children's Mental Health. Retrieved August 11, 2006, from http://www.mdcoalition.org/jjustice.pdf

Schoolwide Behavioral Management in Juvenile Justice Settings
(a promising practice)

Educators cannot assume students have the knowledge and skills to behave appropriately in school. This is especially true of youth confined in juvenile detention and correctional facilities (referred toherein as "juvenile justice facilities"). Using school-wide systems of instruction and support, students with behavior-skills deficits can be taught appropriate behaviors.

Based on research and experience, it is now known that punishment, negative consequences, and aversive discipline approaches are not effective in teaching acceptable social behaviors to youth incarcerated in juvenile justice facilities. These methods are counterproductive and send the wrong message. They are particularly ineffective with the substantial number of incarcerated youth who have significant mental health and educational disabilities. Research has shown it is more effective to teach and reinforce pro-social behaviors and self-discipline. A promising approach for correctional educators and staff in managing behavior is school-wide behavior management.

Common features of school-wide behavior support systems

There are several variations of school-wide systems of behavioral support. Two are described below for illustrative purposes. However, they all typically have these features in common:

- clearly defined and communicated expectations and rules, with an emphasis on appropriate behavior (focused on what to do and what to avoid doing);
- an instructional component for teaching students self-control and social skill strategies;
- consequences and clearly stated procedures for correcting behavior errors;
- a support plan to address the needs of students with chronic, challenging behaviors;
- consistency in all environments: in the classroom, across classrooms, in the school building, and throughout the facility;
- total staff commitment to teaching and reinforcing desired behavior, whatever approach is taken;
- training (including cross training) and professional development of all staff; and
- long-term commitment by the school leadership for this approach to take hold.

EXAMPLE #1: Effective Behavioral Support (EBS)

BRIEF OVERVIEW

One of the whole-school approaches to addressing challenging forms of student behavior is the Effective Behavioral Support (EBS) Model. The EBS model is a system of training, technical assistance, and evaluation of school discipline and climate designed to prevent and decrease problem behavior and to maintain appropriate behavior. It is not a model with a prescribed set of practices. Rather, it is a team-based process designed to address the unique needs of individual schools. Teams are provided with empirically validated practices and, through the EBS process, arrive at a school-wide plan.

Essential features of EBS (*see* http://www.uoregon.edu/~ivdb/doc/programs_links/ebs.htm):

- Problem behaviors are defined clearly for students and staff members.
- Appropriate, positive behaviors are defined for students and staff.
- Students are taught these alternative behaviors directly and given assistance to acquire the necessary skills to enable the desired behavior change.
- Effective incentives and motivational systems are developed and carried out to encourage students to behave differently.
- Staff commits to staying with the intervention over the long term and to monitoring, supporting, coaching, debriefing, and providing booster shots as necessary to maintain the achieved gains.
- Staff receives training and regular feedback about effective implementation of the interventions; and
- Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

IMPLEMENTATION ESSENTIALS

Steps in the EBS implementation process include:

- clarifying the need for effective behavioral support and establish commitment, including administrative support and participation. Priority for this should be reflected in the school improvement plan;
- developing a team focus with shared ownership;
- selecting practices that have a sound research base. Create a comprehensive system that prevents and responds to problem behavior. Tie effective behavioral support activities to the school mission;
- developing an action plan establishing staff responsibilities; and
- monitoring behavioral support activities. Continue successful procedures; change or abandon ineffective procedures.

Factors that foster success using the EBS model are:

- Faculty and staff must agree that school-wide behavioral management is one of their top priorities and will probably require 3-5 years for completion.

- Teams must start with a "doable" objective that meets their needs and provides some initial success.
- Administrators must support the process by respecting team decisions, providing time for teams to meet, securing ongoing staff training, and encouraging all staff to participate.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

The EBS model has been developed and field-tested extensively by researchers at the University of Oregon (see http://www.uoregon.edu/~ivdb/doc/programs_links/ebs.htm).

EBS RESOURCES
- Programs and Strategies for Positive Behavior: School-Wide Programs & Strategies: Effective Behavioral Supports, at http://www.emstac.org/registered/topics/posbehavior/schoolwide/effective.htm

EXAMPLE #2: Unified Discipline (UD)

BRIEF OVERVIEW (from http://ericec.org/osep/newsbriefs/news29.html)

Reducing disruptive behavior in classrooms remains a major challenge for schools. The *Unified Discipline* (UD) program, a preventive, school-wide approach for improving student behavior, has been shown to be effective in reducing behavioral problems and the need for specific, individualized behavior interventions in one elementary school. This program was developed by a project at the University of North Carolina, Charlotte funded by the U.S. Department of Educator's Office of Special Education Programs (OSEP).

Most behavior improvement programs focus on reducing problem behaviors individually, whereas UD establishes a school-wide discipline model implemented through four interrelated objectives:

- unified attitudes of staff demonstrated in caring but firm responses;
- unified expectations that set clear, specific, and reasonable rules that "apply across all locations and activities within the school, at all times and with all personnel";
- unified correction procedures that clearly and consistently demonstrate that consequences are procedural, not personal, and that offer encouragement to prevent future violations; and
- unified team roles that allow the administration and faculty to support to each other's authority, which alleviates the need for second guessing and allows the principal to enforce the rules flexibly and individually.

IMPLEMENTATION ESSENTIALS

Four objectives drive the efforts to implement UD:

- Unified attitudes: Teachers and school personnel believe that instruction can improve behavior, behavioral instruction is part of teaching, personalizing misbehavior makes matters worse, and emotional poise underlies discipline methods that work.

- Unified expectations: Consistent and fair expectations for behavioral instruction are a key to successful discipline plans.
- Unified consequences: Using a warm yet firm voice, teachers state the behavior, the violated rule, and the unified consequence and offer encouragement.
- Unified team roles: Clear responsibilities are described for all school personnel.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

Implemented in an elementary school with low academic achievement rates and a high percentage of special education students classified with emotional disturbance, the UD program helped the school develop unified attitudes, expectations, consequences, and team roles school-wide to improve discipline at all grade levels.

Observational data gathered by the project measured the amount of positive on-task behavior and negative off-task behavior in classrooms involved in the project and in comparison classrooms that did not use the project procedures. Results indicated significantly higher rates of time on task and lower rates of time off task throughout the school year in the project classrooms.

The UD program has implications for practice as well as for policy and personnel preparation, since it demonstrates the connection between school-wide behavioral management practices and improvements in learning in classrooms.

UNIFIED DISCIPLINE: RESOURCES AND REFERENCES
- Algozzine, B., Audette, B., Ellis, E., Marr, M. B., & White, R. (2000). Supporting teachers, principals-and students-through unified discipline. Teaching Exceptional Children, 33(2), 42-47, http://www.updc.org/ubi/swi.htm
- Marr, Mary, Audette, Bob, White, Richard, Ellis, Edward, and Algozzine, Bob, "School-Wide Discipline and Classroom Ecology." *Special Services in the Schools 18,* nos. 1/2 (2002): 55-73.
  http://www.haworthpress.com/store/Toc_views.asp?sid=XGT4MDCPMH009LX3WB2KB40V3DHFAX6F&TOCName=J008v18n01_TOC&desc=Volume%3A%2018%20Issue%3A%201%2F2
- Ellis, E. (2001). Unified Discipline: A School-Wide Approach for Managing Problem Behavior. Intervention in School & Clinic.
  http://findarticles.com/p/articles/mi_hb3014/is_200109/ai_n7658611
- White, R. et al. (2001). Unified discipline: A school-wide approach for managing problem behavior. Intervention in School and Clinic, 37*(*1), 3-8. A joint publication of the Council for Learning Disabilities and PRO-ED, Inc. Accession Number: J42762.
  http://findarticles.com/p/articles/mi_hb3014/is_200109/ai_n7658106

JUVENILE JUSTICE SETTINGS

The success of School-Wide Positive Behavior Supports (SWPBS) in public schools is one reason for considering its adoption in juvenile justice programs. Another is the need to move beyond a focus on punishment and "get tough" policies for youthful offenders, because intervention based solely on punishment is known to be ineffective. This is especially true for youth who display significant mental health conditions and educational disabilities.

SWPBS is an application of a behaviorally-based systems approach to improving the capacity of schools to design effective environments using research-validated practices. Using proactive strategies for defining, teaching, and supporting appropriate student behaviors, SWPBS is a continuum of positive behavior support for all students implemented throughout a school, including hallways, restrooms, and other non-classroom settings. The focus is on making problem behavior less effective, efficient, and relevant for students and desired behavior more functional by creating and sustaining three-levels support: primary systems that are school-wide; secondary systems in classrooms; and tertiary systems for individual students (using individual behavior-support plans based on a functional behavior assessment).

As of August 2006, several juvenile justice facilities are known to be using positive behavior supports facility-wide or are in the process of adopting and implementing it. Two facilities have been implementing SWPBS in their education programs for over five years with great success. These facilities, with links to information about their programs, are:

Illinois Youth Center - Harrisburg

    Contact person:
        Melva Clarida, Educational Facility Administrator
        Illinois Youth Center - Harrisburg
        Phone: 618-252-8681
        Email: mclarida@idoc.state.il.us

    Informational resources

- Clarida, M. (2006). Illinois Youth Center, Harrisburg, Illinois. NDTAC Webinars (power point presentation) http://www.neglected-delinquent.org/nd/events/webinars.asp
- Positive Behavioral Interventions and Supports at the Illinois Youth Center, Harrisburg, Illinois (2005) http://www.ndtac.org/nd/docs/PBIS_Doc7_IYC_full%20article.pdf#search=%22%22Illinois%20Youth%20Center%22%20Harrisburg%20PBIS%22
- Sidana, A. (2006) PBIS in Juvenile Justice Settings. National Evaluation and Technical Assistance Center, http://www.ndtac.org/nd/resources/spotlight/spotlight200601b.asp

Iowa Juvenile Home - Toledo

    Contact person:
        Craig Rosen, Principal
        Iowa Juvenile Home
        Phone: 641-484-2560
        Email: crosen@dhs.state.ia.us

    Informational resources

- Brock, L., & Quinn, M.M. (2006). The Positive Behavioral Interventions and Supports (PBIS) model. http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200601a.asp

- Rosen, C. (2006). Implementing school-wide positive behavior supports in an institutional setting. NDTAC Webinars (power point presentation), available at: http://www.neglected-delinquent.org/nd/events/webinars.asp
- Rosen, C. (2004). Positive behavior supports & the Iowa juvenile home: a philosophy for education and treatment, *PowerPoint Presentation,* http://www.neglected-delinquent.org/nd/events/2004may/Presentations/ORCrosen.ppt
- Sidana, A. (2006) PBIS in Juvenile Justice Settings. National Evaluation and Technical Assistance Center, http://www.ndtac.org/nd/resources/spotlight/spotlight200601b.asp

A June 2006 electronic presentation on *Positive Behavior Support in the Juvenile Justice Settings* describes these initiatives and one in North Carolina: http://www.pbis.org/files/Nelson/PBSINJJ2006.ppt

SWPBS IN JUVENILLE JUSTICE SETTINGS: RESOURCES

For several years, the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been facilitating the implementation of SWPBS in juvenile programs. A wealth of information is available on its website, www.pbis.org, including:

- descriptions of school-wide positive behavior supports (SWPBS), district-wide PBS, and state-wide PBS;
- implementation guidelines and examples;
- self-assessment tools for guiding team-based action planning;
- state training resources; and
- upcoming professional development and conference events.

A staff development workshop on Positive Behavior Support for Youth Involved in Juvenile Corrections, a satellite broadcast in the fall of 2005 is available from the National Center on Education, Disability and Juvenile Justice (EDJJ) website, www.edjj.org.

BACKGROUND READING

SWPBS (in general)
- Bambara, L. & Kern, L. (Eds.) (2004). Individualized supports for students with problem behaviors. *Designing positive behavior plans*. New York: Guilford Press. http://www.nprinc.com/classmgt/issp.htm
- Center on Positive Behavioral Interventions and Supports (April 2000). *Towards effective behavioral systems of support: A school-wide approach to discipline*. Office of Special Education Programs (OSEP). http://www.usu.edu/teachall/text/behavior/osep.htm
- Council For Children With Behavioral Disorders. (June 2002). School discipline policies for students with significantly disruptive behavior. Executive committee of the council for children with behavioral disorders. Reston, VA: Author, *A Division Of The Council For Exceptional Children,* www.ccbd.net, available at: Http://Www.Ccbd.Net/Documents/Jun13_2002.Pdf#Search=%22%22approaches%20to%20preventing%20antisocial%20behavior%22%22
- Lewis, T. (1997). Decision making about effective behavioral support: A guide for educators. University of Oregon, at http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html

- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child and Family Behavior Therapy*, Vol. 24, 23-50. (9-06-2002). http://www.haworthpress.com/store/ArticleAbstract.asp?sid=6FQ1RXTJF1589NE5EM3UXWTX8679F2MB&ID=21342

SWPBS in Juvenile Justice Settings

- Journal of Positive Behavior Interventions http://kady.education.ucsb.edu/autism/jpbi.htm
- Nelson, C. M., Sugai, G., & Smith, C. R. (2005, Summer). Positive behavior support offered in juvenile corrections. *Counterpoint*, 1, 6-7; also available at http://www.pbis.org/files/PBSinJJS.rtf
- Office of Special Education Programs. (2004). School-wide Positive Behavior Support Implementers' Blueprint and Self-Assessment. Washington, DC: OSEP Center on Positive Behavioral Interventions and Supports, U.S. Department of Education. http://www.nichcy.org/toolkit/behvr_pos.htm
- Positive Behavior Support for Youth with Disabilities in the Juvenile Justice System (6-28-06). EDJJ Professional Development Series (on DVD, accessible online using Windows Media Player at http://www.edjj.org/training/pds/index.html)
- Quinn, M.M., Rutherford, R.B., Leone, P.E., Osher, D.M., & Poirier, J.M. (2005). Students with disabilities in detention and correctional settings. *Exceptional Children*, 71(3), 339-345.
- Scott, T. M., Nelson, C. M., Liaupsin, C. J., Jolivette, K., Christle, C. A., & Riney, M. (2002). Addressing the needs of at-risk and adjudicated youth through positive behavior support: Effective prevention practices. *Education and Treatment of Children, 25*, 532-551. *http://www.educationandtreatmentofchildren.net/contents/25_4.html*

STAFF DEVELOPMENT FOR EDUCATORS OF CONFINED YOUTH
(a promising practice)

If education is fundamental to the success of at-risk and delinquent youth, then learning should be the centerpiece of effective juvenile justice programming. Quality education programs add structure to the facility programming which reduces boredom and idleness and creates a framework for positive youth behaviors. In addition, quality, well-designed education programs strengthen youth self-esteem and confidence, and enables youth to build usable skills and abilities. Key to the delivery of education in confinement facilities is the understanding that duplicating the public school model in confinement facilities simply produces the same experiences of failure for youth. Confinement educators need training on how to "educate differently."

In 1999, the National Partnership for Juvenile Services' (NPJS) Center for Research and Professional Development (CRPD) conducted a national training needs assessment. That assessment indicated that educators in juvenile confinement facilities often feel alienated and frequently ill-prepared to provide quality education and to assume full participation in the programs and services for juvenile offenders. *See* Wolford, B.I. (May 2000). *Who is Educating Our Youth*. CEARDY.
http://www.edjj.org/Publications/educating_youth.pdf#search=%22Wolford%20%22Educating%20youth%20in%20the%20juvenile%22%22

An emergence of formal education opportunities for educators specific to the confinement population and setting validates the NPJS/CRPD findings. Teacher training programs at the University of Maryland, University of Kentucky, Arizona State University, Florida State University and California State University at San Bernardino focus on various aspects of confinement education. The components of these programs specific to confined youth include special education, teacher preparation, literacy, and transition services. They are linked to mandates for confinement education programs to meet the standards of federal legislation outlined in the Individuals with Disabilities Education Act (IDEA) as amended in 2004, the No Child Left Behind Act of 2001 (NCLB), and Title I, Part D (Neglect and Delinquent) of the Elementary and Secondary Education Act of 1965, as amended in 1994 (20 U.S.C. § 6421 *et seq.*).

BRIEF OVERVIEW

Relatively few prospective or current teachers of youth confined to correctional facilities access formal training opportunities by choosing confinement education as a career choice. This makes pre-service training, in-service training, and access to professional journals essential for educators in confinement facilities. In 1998, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) supported the development and dissemination of a teacher pre-service training curriculum.

The *National Training Curriculum for Educators of Youth In Confinement (Educator's Curriculum)* is a teacher-tested, "how to" training curriculum for educators in juvenile detention and corrections facilities. Written by confinement educators and published in 1999, the *Educator's Curriculum* was field-tested by more than 30 experienced educators representing state agencies, local education agencies, corrections facilities and county and state-operated detention centers from five states. The 40-hour training curriculum is primarily designed for use in pre-service training of educators new to confinement education. It can also be used for in-service training of veteran educators and other institutional staff.

Each training module in the *Educator's Curriculum* is written using the Instructional Theory into Practice (ITIP) format developed by educator Madeline Hunter and adopted for use by juvenile justice training organizations (NPJS/CRPD, the National Institute of Corrections (NIC), and the Juvenile Justice Trainers Association (JJTA)). This format allows for the completion of the learning cycle through the delivery of information and practice activities to help educators apply the essential concepts.

The *Educator's Curriculum* contains the following nine modules.

- **Current trends and issues in juvenile justice and confinement education:** Provides information on the current trends and issues in the juvenile justice system, the characteristics of juvenile offenders, and best practices in confinement education.
- **Institutional culture**: Provides an overview of the institutional setting, the importance of developing relationships with the institutional staff, and knowledge of safety and security concepts.
- **Student assessment**: Explores the importance of formal and informal assessments and the identification and application of standards for assessing students.
- **Curriculum**: Engages educators in discussion regarding the implementation of a curriculum that meets the needs of the population and complies with state and national standards.
- **Teaching and learning**: Identifies how at-risk and delinquent youth learn and promotes maximum learning by matching instructional strategies with learning styles.
- **Behavior management**: Describes the role of the educator in behavior management from three perspectives: pre-behavior, during the behavior, and post-behavior. Special emphasis is placed on developing skills to manage crisis situations.
- **Social skills**: Discusses an educator's role in developing students' social skills and provides a model for teaching these skills to all students.
- **Transition**: Promotes "exit upon entry" by helping educators define their role as a member of a transition team and provides guidelines on completing a transition plan for a student leaving a confinement facility.

- **Program and classroom evaluation**: Provides checklists to offer suggestions on how to use program and classroom evaluation tools to gauge effectiveness and improve teaching.

IMPLEMENTATION ESSENTIALS

Curriculum. The *Educator's Curriculum* is available from NPJS/CRPD, Michigan State University, East Lansing, MI. The curriculum can be ordered and information about training opportunities obtained by contacting NPJS/CRPD at 517-432-1242 or through its website. www.npjs.org

Qualified trainers. Trainers using the *Educator's Curriculum* should have content knowledge of confinement education as the curriculum requires use of examples and experiences. In addition, trainers should also posses basic-to-advanced level trainer skills.

Audience. The *Educator's Curriculum* was designed as a pre-service training program for educators new to confinement education. However, given the lack of confinement education specific training in the field, it has also been used effectively with veteran teachers and juvenile justice staff. Lesson plans are designed for a training group of 24-30 participants.

Training environment. The *Educator's Curriculum* models a learner-centered, activities-based approach to education. Therefore, the training environment should allow for large and small group discussions and activities.

Materials and supplies. Participant handouts are identified in the *Educator's Curriculum*. Supplies needed for each module of learning are identified on the lesson plan cover sheet. The Teaching and Learning module requires the purchase of The Learning Type Measure, a learning styles preference assessment tool available through AboutLearning.com.

PROGRAM EVALUATION AND AVAILABLE EVIDENCE

The *Educator's Curriculum* has an established evidence base in the areas of curriculum development, learning theory, and transfer of learning research. In 2001 the *Educator's Curriculum* received the Outstanding Curriculum Award from the Juvenile Justice Trainer's Association (JJTA). http://www.jjta.org/TrainingNotes/past_awards.pdf. Criteria for the award is described on the JJTA website, www.jjta.org.

Curriculum development. Each module in the *Educator's Curriculum* is written using the Instructional Theory into Practice (ITIP) model developed by Madeline Hunter. Each lesson plan includes the five components of the ITIP model: Anticipatory Set, Instructional Input, Guided Practice, Independent Practice, and Closure and Evaluation. Inclusion of each component allows the participants to complete the Learning Cycle for each concept.

Learning Theory. The lessons in the *Educator's Curriculum* model learning theorist David Kolb's theory of learning. Learning occurs in a two-step process: perceiving and processing. Trainers must address both aspects to ensure the opportunity for learning.

Transfer of Learning. Each module in the *Educator's Curriculum* includes a reflective exercise requiring participants to identify application of concepts in their classroom, program, and/or

facility. Participants are also encouraged to develop an action plan to transfer the concepts of training to their own environment.

The *Educator's Curriculum* has an established evidence base in the area of training evaluation based on Kirkpatrick's levels of training evaluation.

- Training evaluations are available through the NPJS/CRPD office.
- The *Educator's Curriculum* has consistently received the highest level of participant evaluation from multiple sites over the six years of implementation. These evaluation results correspond to Kirkpatrick's level one and two evaluation.
- No current, scientifically valid effectiveness research has been conducted to determine the change in behavior and/or attitudes of educators following the completion of the training. This type of evaluation would correspond with Kirkpatrick's levels three and four evaluation.

RESOURCES

The **National Training Curriculum for Educators of Youth in Confinement** is available from the NPJS/CRPD, Michigan State University, East Lansing, MI.

- **Contact information for information, order curriculum, and inquire about training opportunities:**

  NPJS/CRPD
  Phone: 517-432-1242
  website: www.npjs.org

- **Organizations involved in correctional education**

  - Correctional Education Association (CEA). http://www.ceanational.org/
  - Juvenile Justice Trainers Association (JJTA). www.jjta.org
  - Juvenile Services' Center for Research and Professional Development (CRPD). http://njda.msu.edu/
  - National Center on Education, Disability and Juvenile Justice (EDJJ). www.edjj.org
  - National Partnership for Juvenile Services (NPJS). www.npjs.org

- **Related resources**

  - About Learning, Inc. (featuring Bernice McCarthy's 4MAT System, a "teaching method that works for all learners"). www.aboutlearning.com
  - Instructional Theory into Practice (ITIP). *See Designing Training for the National Institute of Corrections Academy: Instructional Theory into Practice.* National Institute of Corrections. http://www.nicic.org/Library/010714
  - Journal of Correctional Education. Published by the Correctional Education Association. Ashland, Ohio: Ashland University. http://www.ashland.edu/correctionaled/
  - Teaching Strategies: Experiential Learning and Field Work. Center for Research on Learning and Teaching. **http://www.crlt.umich.edu/tstrategies/tsel.html**

Universities that provide education opportunities specific to confined youth

- Ashland University www.ashland.edu
- Arizona State University www.asu.edu
- Cal State University San Bernardino www.csusb.edu
- Florida State University www.fsu.edu
- University of Kentucky www.uky.edu
- University of Maryland www.umd.edu

BACKGROUND READING

Learning theory

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The Futures Channel
Digital Video Resource Library (DVRL)
(a promising practice)

Adolescents who are not served by the usual local educational institutions are commonly in need of resources that not only address specific content and process skills of academic subjects in an individualized manner, but also directly address the *relevance* of those educational topics to their own lives and futures. This latter focus is both especially critical to—and especially hard to address with—young men and women who may have little reason to imagine that their futures will be much different than their pasts.

It is probably for this reason that the resources produced and distributed by The Futures Channel described in this *Tool* have been well-received and utilized in programs such as ACCESS (Alternative, Community and Correctional Educational Schools and Services) in Orange County, California. http://www.access.k12.ca.us/PdfFiles/Ed%20Options%20Cover%2005-06.pdf

BRIEF OVERVIEW

The Futures Channel develops and distributes multimedia resources that teachers can use to make connections between the concepts and skills of their math and science curriculum and the real world applications of those concepts and skills.

The *Futures Channel Digital Video Resource Library (DVRL)* includes:

- DVD with 67 video "micro-documentaries" which illustrate applications of grades 4-10 mathematics and science curriculum topics in a wide range of career fields.
- CD-ROM includes over 600 hands-on lessons and real-world problems which are searchable by math or science curriculum topic so that teachers can easily discover and present real-world connections.

Benefits of Futures Channel media-based programs include:

- secure and simple implementation (computers are not required);
- support for goal-setting activities and discussions;
- encouragement of the pursuit of positive and creative futures;

- clear illustrations of the relationship of present education to future rewards; and
- contexts that support learning in specific mathematics and science topics.

IMPLEMENTATION ESSENTIALS

The *DVRL* can be implemented at three different levels.

Level I implementation

- **Objective**: To familiarize students with a wide range of possible future careers and increase student interest in mathematics as a subject.
- **Implementation:** Select and screen for students one Futures Channel Movie (3-5 minute micro-documentary) each week, discuss as a class and/or ask students to research the career illustrated.

Level II implementation

- **Objective:** All objectives of Level I implementation and to increase student interest in and present a context of application for a specific mathematics topic.
- **Implementation:** Teacher has selected a specific math topic for a lesson, and uses the searchable database of math topics provided with each resource to identify an appropriate Futures Channel movie (one that illustrates applications of that mathematics topic). At the beginning of the lesson, the instructor screens that movie and holds a brief discussion which guides students to make the connections between the careers shown and the math topic of the lesson.

Level III implementation

- **Objective: A**ll objectives of Level I/II implementation and to develop student understanding of key concepts and/or problem-solving and computations skills related to a specific math topic.
- **Implementation;** Instructor has selected a specific math topic for a lesson and uses the searchable database of math topics provided with each resource to identify an appropriate real-world problem or hands-on math lesson as described in the resource, as well as the Futures Channel movie to which that problem or activity is tied. The instructor presents the problem or activity as described, and introduces the movie.

The Futures Channel *Digital Video Resource Library* includes:

- 67 award-winning movies on one high capacity DVD;
- a wide range of careers featured;
- the Library is organized by curriculum topics;
- interactive CD-ROM with activities designed for immediate classroom use; and
- correlated to curriculum standards.

It is sold by The Futures Channel and costs $299.
http://www.thefutureschannel.com/store/digital_video_resource_library.php

PROGRAM EVALUATION

The Futures Channel *DVRL* is based on the work of the non-profit educational foundation Foundation for Advancements in Science and Education (FASE), which received financial support from 1989 through 1998 from the National Science Foundation (NSF), the U.S. Departments of Education (ED), and a variety of other sources for the development of classroom resources to support mathematics and science education. Many of the micro-documentaries and classroom activities contained in the three resources listed are drawn (licensed) directly from those FASE Productions, the remainder was created based on the model developed and evaluated at FASE.

The resources developed by FASE during this period were subject to extensive formal and independent evaluations by the terms of the NSF and ED grants that supported them. Some evidence from these evaluations is presented below. Research studies also are listed below. Copies of research reports can be obtained by contacting Dave Hendry at The Futures Channel. dhendry@thefutureschannel.com

AVAILABLE EVIDENCE

An independent study of more than 500 students in five cities examined the impact of "The Eddie Files," a series of classroom television programs for elementary students on attitudes toward mathematics.

Pretest interviews revealed the following:

- Student interest in mathematics and math-related jobs declined throughout the elementary grades.
- Nine of ten students described math as "boring."
- Only one in ten of the jobs in which they expressed interest involved math.
- Twice as many students expressed interest in careers in sports and entertainment as in careers that used mathematics and science.

After students viewed episodes of *The Eddie Files* and completed lessons from the teacher's guide for the series over a period of two months, the following was observed:

- Six out of ten students reported that they were more interested in learning mathematics.
- Seventy-five percent stated that mathematics was not "boring."
- The number of students who said that they would like to have a job that uses math increased by fourteen percent.
- Students were better able to define concepts covered in the episodes, more likely to give "correct" answers to content-related questions, and better able to list applications of the curriculum topics, all areas which were addressed in the lessons.

Responses from the teachers were similarly positive:

- Sixteen out of twenty rated the series as "very effective" in training students awareness of careers that require math knowledge.

- Eighteen out of twenty rated the series "very effective" in engaging student interest, with most commenting that *The Eddie Files* helped students overcome stereotyped beliefs by presenting women and minorities doing non-stereotypical jobs.
- Nineteen out of twenty expressed a desire to acquire and use additional episodes of the series.

A study of classroom use of the FUTURES series showed a long lasting effect on student attitude toward careers in math and science. African-American students' interest in a career in engineering went from 29% to 58%, and Hispanic students interest in a career in architecture went from 28% to 65% after they participated in and viewed episodes on these fields over a course of a semester.

RESOURCES

- Contact person for additional information:

  Lisa Servedio
  The Futures Channel
  Phone: 877-937-7515, ext 335 (toll free)
  Email: lservedio@thefutureschannel.com

- Professional Development. The Futures Channel offers several half-day and full day professional development institutes that address the topics listed below. Cost depends on number of participants and length of the institute. Contact The Futures Channel for details.

  - increasing students' interest in mathematics and its applications;
  - getting students actively engaged with exciting and fun, discovery-based math lessons;
  - helping students achieve a firm grasp of mathematics concepts and skills, resulting in higher level's achievement; and
  - planning and delivering lessons that are effective with students who get left behind by textbook- and lecture-based instruction.

BACKGROUND READING

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