

The Role of Education in the Juvenile Justice System

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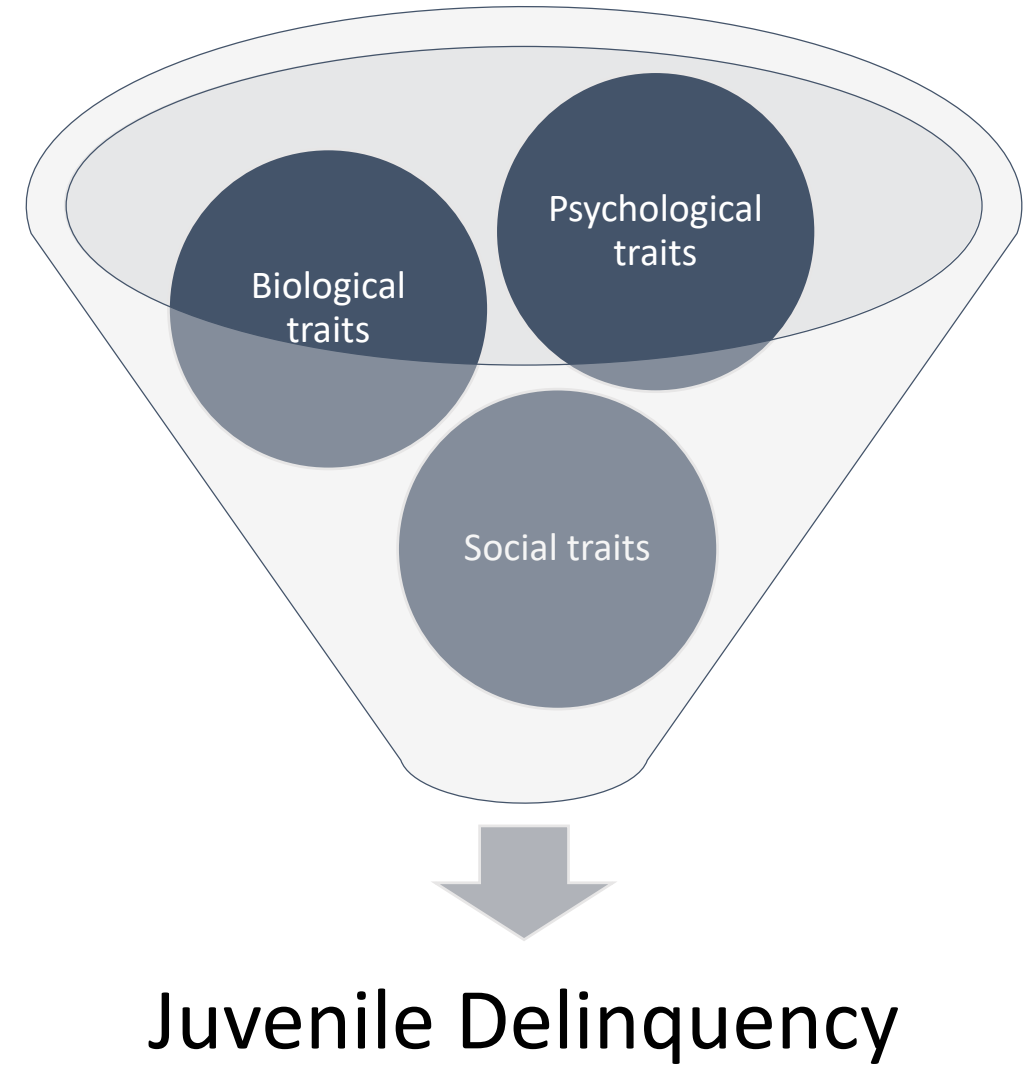
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What is
juvenile
delinquency?

Antisocial and
criminal behavior
committed by
persons under the
age of 18.

What causes juvenile delinquency?

- Individual-level theories
 - Focus on: Mental health, behavior, development, personality, and cognitive disorders
- Social theories
 - For example: Social learning, strain, social disorganization, interactional, differential association, and social control



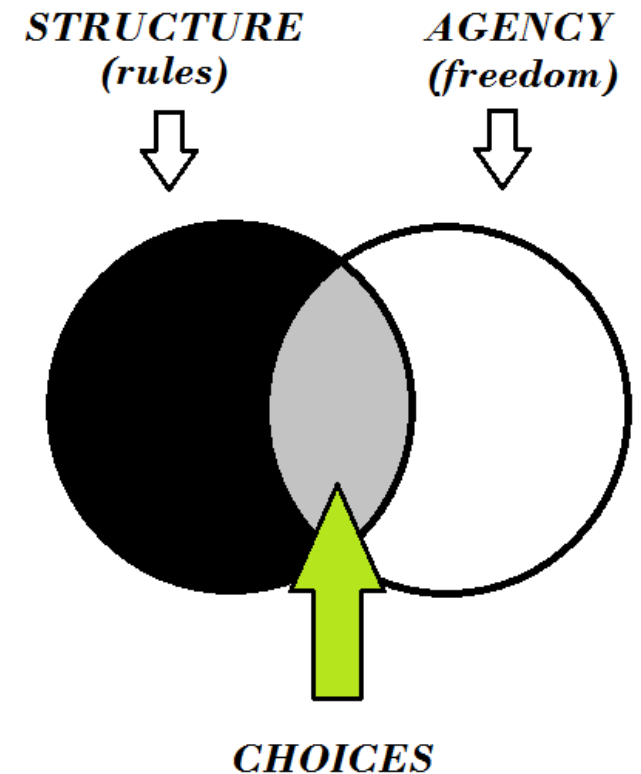
Agency versus Structure

Agency:

The power people have to think for themselves and act in ways that shape their experiences and life trajectories.

Structure:

The complex and interconnected set of social forces, relationships, institutions, and elements of social structure that work together to shape the thought, behavior, experiences, choices, and overall life courses of people.



Five Major Social Institutions



FAMILY



EDUCATION



GOVERNMENT

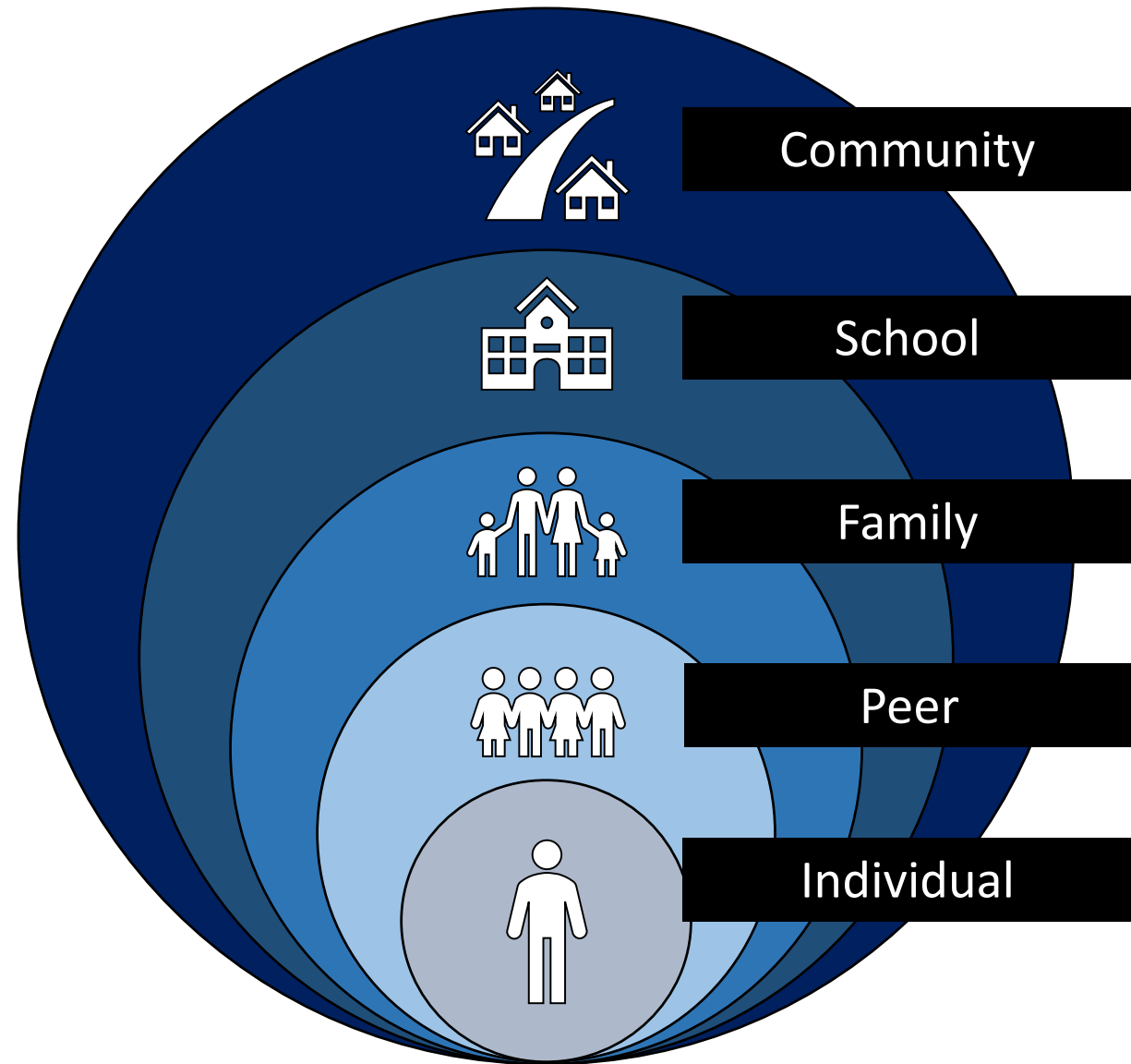


RELIGION



ECONOMY

Five Social Domains





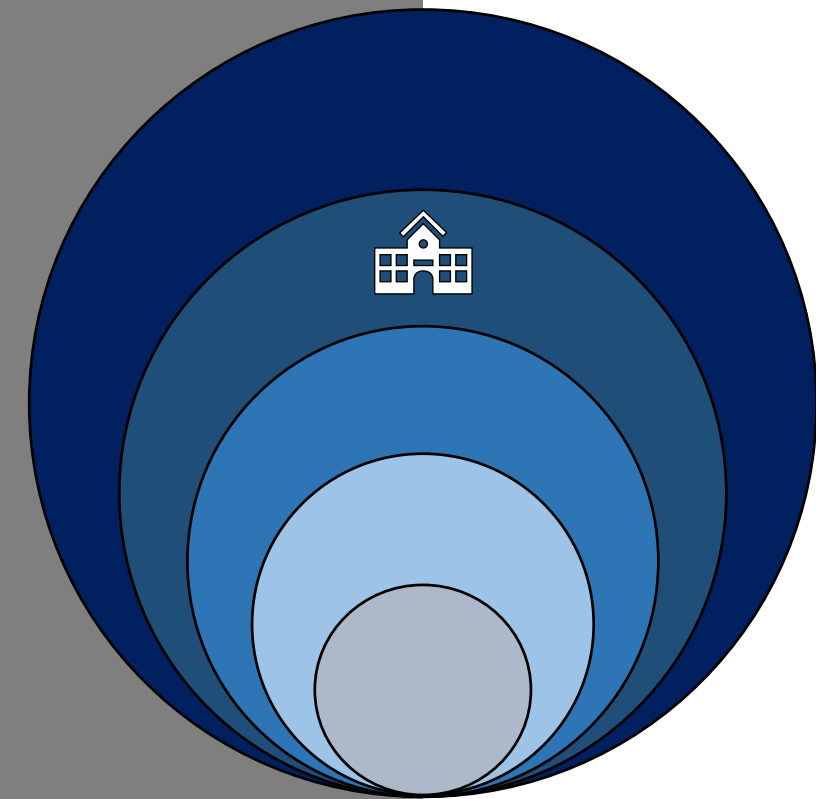
Risk and Protective Factors

Risk factors

- Personal traits, characteristics of the environment, or conditions in the family, school, or community that are linked to youths' likelihood of engaging in delinquency and other problem behaviors.

Protective factors

- Characteristics of the child, family, and wider environment that reduce the likelihood of adversity leading to negative child outcomes and behaviors, such as delinquency and later adult offending.



Risk Factors

- Low academic achievement
- Academic failure
- Negative attitudes toward school
- Low bonding to school
- Low school attachment
- Low commitment to school
- Frequent school transitions
- Low academic aspirations
- Suspensions and expulsion
- Truancy and absenteeism
- Inadequate school climate
- Poorly organized and functioning schools
- Negative labeling by teachers
- School dropout

Protective Factors

- High expectations for student academics
- Academic achievement
- Reading ability and mathematics skills
- High-quality schools
- Clear standards and rules for appropriate behavior
- Opportunities and rewards for prosocial student bonding
- Involvement in extracurricular activities
- Strong school motivation
- Positive attitude toward school and student bonding

How are both systems related?



EDUCATION



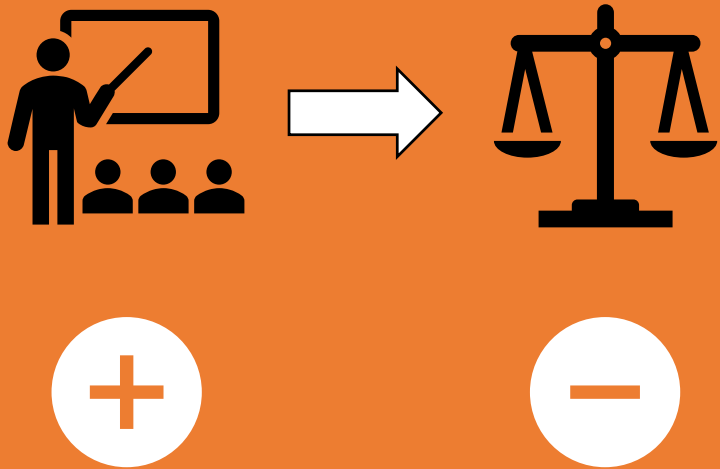
JUVENILE JUSTICE



Characteristics of Justice-Involved Youth

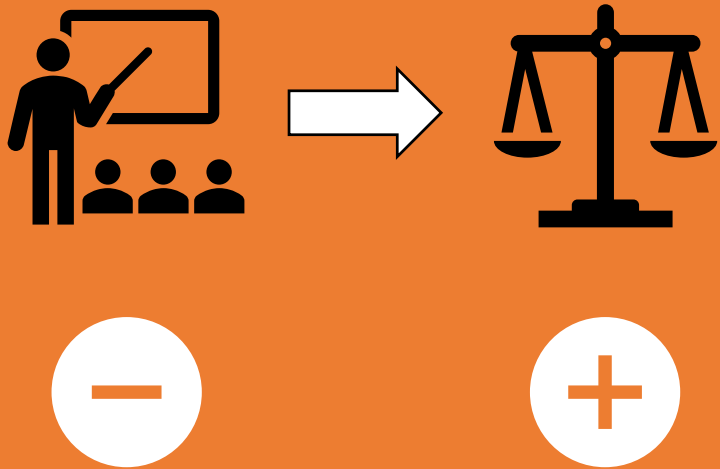
Low IQ & Academic Achievement	Intellectual deficiencies and low academic achievement at a greater proportion (Krezmien et al., 2013).
Special Education Needs	33% of youth in secure juvenile facilities compared with less than 9% of students nationally (Quinn et al. 2005).
School Enrollment	76% of the youth (12–17 years old) in placement compared to 88% of youth in the general population (Sedlak and Bruce, 2010).
Truancy and Absenteeism	Prevalent among youth in the juvenile justice system (Wang et al., 2015).
Grade Repetition	26% of 12- to 17-year-olds repeated a grade in the year prior to entering custody compared to 11% among youth in the general population (Sedlak and Bruce, 2010).
School Exclusion	57% had been suspended in the same year that they entered placement (Sedlak and Bruce 2010).
School Dropout	Youth who dropped out of high school were 3 to 4 times more likely to be imprisoned (Pettit and Western, 2004).

Education as a Protective Factor



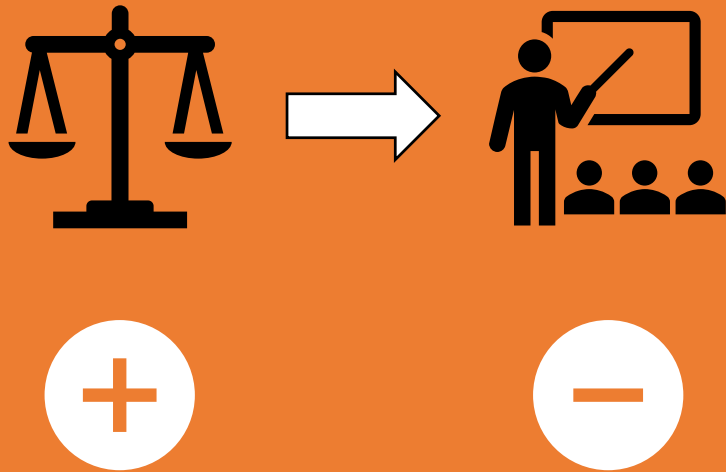
- Education serves as a protective factor against delinquency and involvement in the juvenile justice system (Development Services Group, 2015).
 - Youths who receive support from teachers and peers in school are more likely to engage in positive activities and display positive behaviors (Logan-Greene et al. 2011).
 - School engagement buffers the effect of neglect on delinquency, with neglected youths being less likely to become delinquent if they engaged in their school environments (Tyler, Johnson, and Brownridge, 2008).
 - Long-term positive effects on employment and desistance from crime (Laub and Sampson, 2001).

Education as a Risk Factor



- Educational risk factors are associated with juvenile and adult offending, justice system involvement, and recidivism (Cottle, Lee, and Heilbrun, 2001; Cuellar and Markowitz, 2015).
 - Truancy is associated with higher rates of substance use, delinquency, and rule-breaking among youth (Hunt and Hopko, 2009).
 - Youth who dropout are more likely than high school graduates to have more involvement with the juvenile justice system (Fagan, Piper, and Moore, 1986).
 - Youth with low school commitment and low school bonding are more likely to report having committed delinquent acts (Hirschi, 1969; Gottfredson et al. 2000).

The Effect of the Juvenile Justice System

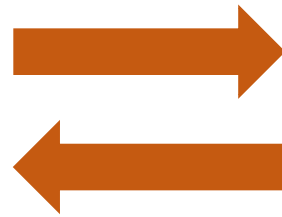


- Arrest has a large impact on dropping out of school and not attending college, independent of neighborhood and family factors and frequency of criminal offending (Kirk and Sampson, 2013).
 - Has an impact on college attendance and extends into adulthood (Widdowson, Siennick, and Hay, 2016).
- Youth reentering the education system after secure confinement face many barriers that lead to school dropouts (Wallace, 2012).
 - Two thirds of youth do not return to school after confinement (Sweeten et al., 2009).
 - More than a quarter of youth housed in juvenile justice facilities drop out of school within 6 months of release.
 - Only 15% of students in 9th grade released from confinement graduate from high school (U.S. Department of Education, 2016).

Both systems influence one another.



EDUCATION



JUVENILE JUSTICE



Breakout Session

In groups of 3 to 4, please discuss the following questions:

- In your role, how to you support youth in their education?
- What are some of the educational opportunities provided to youth in your county?
- What are some of the challenges that limit educational support for youth?



Educational Challenges in the Juvenile Justice System

Individual

- Low motivation
- Learning disabilities
- Trauma from adverse experiences
- Mental health
- Antisocial peers
- Poor family-school relationships
- Unstable home
- Low academic achievement levels
- Community with few employment opportunities

Organizational

- Insufficient funding
- Lack of support from administration
- Low staff morale
- Safety issues
- Unrealistic expectations for students
- Challenges with physical space
- Constrained time for classes
- Inadequate training

Institutional

- Mobility in the foster care and delinquency systems
- Lack of coordination and collaboration across agencies
- Lack of youth advocate
- Lack of communication and collaboration in juvenile detention facilities
- Inappropriate school services
- Lack of post-placement transition

How Do We Address Education Needs?



Center for Juvenile Justice Reform

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Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems

Peter Leone, University of Maryland, *Department of
Special Education*

Lois Weinberg, California State University, Los Angeles,
Division of Special Education and Counseling



Quality Education Services are Critical for Successful Development of All Youth

Practices: Provide high-quality evidence-based services comparable to those available to other youth.

Outcomes: Improved literacy and high school graduation rates; increased numbers of youth enrolled in post-secondary education.



Early Education is Essential

Practices: Ensure that vulnerable youth enter school well prepared; address emotional and behavioral problems early on.


Outcomes: Vulnerable children achieve greater success in the primary grades; children who need support upon entering school are identified early on.



If Outcomes Matter, They Must be Measured

Practices: Identify, quantify, and measure outcomes associated with student well-being.


Outcomes: Greater accountability and efficiency in providing effective programs and services; improved program management and support.



Support Services are Needed to Help Some Youth Succeed

Practices: Employ evidence-based academic and behavioral interventions.

Outcomes: Improved performance on academic and social measures of student performance; improved attendance and engagement.



Interagency Collaboration and Communication is Vital

Practices: Engage in collaborative decision making; share resources and expertise; target services to meet the needs of children, youth, parents, and caregivers.

Outcomes: Duplicative efforts are minimized or eliminated; fewer students fall through cracks in the various systems.



Change Requires Within-Agency and Cross-Agency Leadership

Practices: Clarify expectations about how youth are served; exercise strong leadership when redesigning the service system.

Outcomes: Improved access of children to services; improved academic performance and lower rates of special education identification; fewer crossover youth.



Brainstorming Session

- Reconvene with the same group as before and together create a strategy that can be implemented in your community:
 - To bridge the gap between the juvenile justice system and the educational system.
 - To improve interagency communication and collaboration.
 - To support youth's education and encourage academic achievement.

Strategy

Goal

Outcome



Teaching Strategies

Strategy

Teachers and the juvenile justice system (JJS) communicate when a child is transferred to a detention facility.

Goal

To ensure that the child's educational records are transferred to the facility within a reasonable amount of time.

Outcome

The juvenile justice professionals, lawyers, and the system are immediately made aware of the special education needs of the child and the child's identified disabilities (Burrell & Warboys, 2000).



Teaching Strategies

Strategy

Support and train school staff.

Goal

To ensure that school staff has proper training and support to access multiple resources in order to provide students involved in the JJS needed services.

Outcome

Students involved in the JJS will benefit from education through individualized attention and the special services that their disability requires (Garfinkel & Nelson, 2004).



Teaching Strategies

Strategy

Identify parent advocates to work with parents as they move between the school and the courts.

Goal

To help students and their families receive services that bridge the communication gap.

Outcome

Parents will understand the processes their child faces and receive information concerning disability organizations available in the community. Parent advocates often are effective when working with families from diverse cultures (Garfinkel & Nelson, 2004).



Teaching Strategies

Strategy

Set up on-campus alternative programs. These may be pullout classes or after-school classes that provide students with intensive academic support.

Goal

To provide assistance for students returning to school after contact with the JJS. The focus is on improving reading and math skills as well as obtaining passing grades and attendance (Wald & Losen, 2003).

Outcome

These programs indicate to the student that they are welcome in school. They also provide an avenue for educators to become actively involved in facilitating school success.



Teaching Strategies

Strategy

Provide counseling services for students considered at risk and for those who are already dealing with the JJS.

Goal

To provide a supportive atmosphere in which students talk about issues (e.g., personal or educational) that concern them.

Outcome

Allows for students to enter the mainstream of a school with less difficulty and express problems they may experience (Wald & Losen, 2003).



Teaching Strategies

Strategy

Assign advocates (e.g., parent volunteers or older students) to answer questions and provide supports the student may need.

Goal

To help a student transition into school, understand school responsibilities, and deal with his or her probation officer.

Outcome

Helps students schedule their classes, meet other students, obtain tutoring and related supports, and deal with their probation officer (Wald & Losen, 2003).



Teaching Strategies

Strategy

Partner with organized after-school programs (e.g., YMCA, 4-H council, Boys and Girls Clubs of America).

Goal

To provide children/youth a safe place to spend time after school.
To provide parents the security of knowing their children are in a safe place and out of trouble.

Outcome

The reduction of juvenile crime and drug use. Students get higher grades in school and exhibit better behavior (After School Alliance, 2005).



Teaching Strategies

Strategy


Create during- and after-school tutoring programs (e.g., reading programs, homework clubs, tutoring clubs).

Goal

To provide students with the opportunity to receive extra help in academic areas as well as extra study time.

Outcome

Results in higher grades and motivation to pursue academic endeavors and school-related activities (After School Alliance, 2005).



What are other practical solutions?

- Early Childhood Education
- Quality Education Services
- Individually Tailored Support Services
- Ensuring Interagency Collaboration and Communication



Early Childhood Education

Practices	Strategies
1. Conduct Early Identification of Vulnerable Children	<ol style="list-style-type: none">1. Effective screening and assessment and use of data for decision-making.2. Coordinated case management.
2. Provide Access to Evidence-Based Early Intervention Practices	<ol style="list-style-type: none">1. High-quality early childhood education.2. Evidence-based behavior and social development support services.3. Address health and nutritional needs that affect development.
3. Identify and Promote Authentic Family/ Caregiver Involvement	<ol style="list-style-type: none">1. Evidence-based parent/caregiver training and support services.2. Family/caregiver collaboration.3. Cultural competency.

NDTAC Guide: Early Education Is Essential: Addressing the Needs of Young Children Potentially at Risk of System Involvement (2014)

Quality Education Services

Practices	Strategies
1. Implement principles that impact teacher and learner outcomes	<ol style="list-style-type: none">1. Recruit and retain credentialed teachers and administrators.2. Professional development opportunities for teachers and administrators.3. Promote and nurture staff with demonstrated effectiveness in engaging and connecting with youth.
2. Instruct students in a manner that prepares them for productive citizenship and decision-making in the future	<ol style="list-style-type: none">1. Rigorous and relevant curriculum that establishes high-level goals with formal and informal assessments.2. Education opportunities comparable to those for non system-involved peers.3. Access to postsecondary programming.
3. Implement effective transitional practices and services	<ol style="list-style-type: none">1. Implement “best practices” for transition that promote success in education.2. Ensure family engagement in decisions about education.3. Cross-agency collaboration and communication designed to promote quality education services.
4. Implement policies and practices that prioritize quality education services that meet the unique needs of youth who are system involved	<ol style="list-style-type: none">1. Timely exchange of information/records.2. Comprehensive needs-sensing and data collection and analysis to design individualized learning pathways.3. Provide dedicated and adequate funding that facilitates and supports learning.

Individually Tailored Support Services

Practices	Strategies
1. Collect and Use Data To Identify Needs and Develop Learning Plans	<ol style="list-style-type: none">1. Provide a systematic process for using data to identify needs, screen for indicators of larger issues, monitor outcomes, and make educational decisions.2. Develop and maintain personalized learning plans (PLPs).3. Share information across all stakeholders to facilitate students' success and well-being.
2. Implement Procedures To Ensure Smooth Transitions	<ol style="list-style-type: none">1. Include transition activities in student PLPs.2. Establish formal mechanisms for the exchange of educational data and records.3. Prioritize and allocate funds for transition supports and programs.4. Conduct ongoing monitoring and continuous quality improvement of transition efforts.
3. Address Gaps in Academic Skills and Accelerate Learning	<ol style="list-style-type: none">1. Base instruction on functional and curriculum-based evaluation of student needs.2. Provide tiered academic intervention programs.3. Use explicit, scaffolded instruction.
4. Instruct Students in Ways That Engage Them in Learning	<ol style="list-style-type: none">1. Personalize the learning environment and instructional content.2. Build conditions and opportunities that demonstrate to students their success.3. Provide engaging, interactive, and hands-on learning opportunities.4. Engage youth in decision-making regarding education.
5. Address Behavioral and Social Needs To Promote Educational Success	<ol style="list-style-type: none">1. Manage student behavior with positive rather than punitive approaches.2. Engage the family to gain greater insight into youth's behavioral needs.3. Create a structured learning environment.4. Align behavior management approaches across settings and domains.

Ensuring Interagency Collaboration and Communication

Practices	Strategies
1. Engage in Collaborative Decision-making	<ol style="list-style-type: none">1. Memoranda of understanding (MOU) to share information.2. Consolidated/single case management and a “no wrong door” approach.3. Align relevant policies and corresponding practices of child-serving agencies.
2. Share Resources and Expertise	<ol style="list-style-type: none">1. Co-location of staff.2. Share databases.3. Cross-agency training.
3. Target Services To Meet the Needs of Children, Youth, Parents, and Caregivers	<ol style="list-style-type: none">1. Youth and family as key decisionmakers and assets.2. Evidence-based and best-practice programming that support individual students’ success in school and life.

Vision of the Future: Human Service Design

Increase in Community-Based
Services: Early Identification and
Intervention

Improved Collaboration Among
Systems

Zero Reject in Schools and Community
Services

A Focus on Habilitation and Reentry in
Secure Confinement

Resources

National Evaluation and Technical Assistance Center for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).

- [Safe and Supportive Learning Environments in Juvenile Justice Systems.](#) (2018)
- [Improving Conditions for Learning for Youth Who Are Neglected or Delinquent: Second Edition.](#) (2016)
- [Improving Educational Outcomes for Youth in the Juvenile Justice and Child Welfare Systems Through Interagency Communication and Collaboration.](#) (2016)
- [Quality Education Services Are Critical for Youth Involved With the Juvenile Justice and Child Welfare Systems.](#) (2015)
- [Early Learning Is Essential: Addressing the Needs of Young Children Potentially at Risk for System Involvement.](#) (2014)
- [Providing Individually Tailored Academic and Behavioral Support Services for Youth in the Juvenile Justice and Child Welfare Systems.](#) (2012)

Center for Juvenile Justice Reform

- [Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems.](#) (2010)

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

- [Education for Youth Under Formal Supervision of the Juvenile Justice System.](#) (2019)
- [Risk Factors for Delinquency.](#) (2015)
- [Protective Factors Against Delinquency.](#) (2015)
- [Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings.](#) (1996)

Peer-Reviewed Articles

- [Community Engagement for Reentry Success of Youth from Juvenile Justice: Challenges and Opportunities.](#) (Mathur & Clark, 2014)
- [Meeting the Needs of At-Risk and Adjudicated Youth with Behavioral Challenges: The Promise of Juvenile Justice.](#) (Nelson et al., 2010)
- [Public Schools and the Juvenile Justice System: Facilitating Relationships.](#) (Mazzottti & Higgins, 2006)

Thank You

Questions?

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