Module Home

**Outline­**

**Youth with Disabilities in Juvenile Corrections (Part 2)**:

Transition and Reentry to School and Community

* Module Description: This module, second in a two-part series, addresses considerations and recommendations for transitioning youth from juvenile corrections facilities back to community, school, and workplace settings (est. completion time: 1.5 hours).
* Link: Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction [IRIS Module]

Challenge

* Video: For a second time, 16-year-old Carlos has been incarcerated at...

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Initial Thoughts

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

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Perspectives & Resources

* Module Objectives
* Learn about the transition process for incarcerated youth returning to the community
* Recognize the evolving nature of transition planning
* Identify research-based practices that improve transition outcomes for these youth
* Recognize key activities that lay the foundation for effective transition
* Learn about emerging findings regarding successful transition outcomes for incarcerated youth

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* Page 1: Incarcerated Youth
* In the United States, on any given day, roughly 54,000 youth aged…
* Glossary of Key Terms
	+ Link: status offense [definition]
* Audio: Heather Griller Clark discusses a number of reasons why…
* Common Disabilities in JC Settings [table]
	+ Link: Specific Learning Disability (SLD) [definition]
	+ Link: Emotional or Behavioral Disorder (ED, BD, or EBD) [definition]
	+ Link: Intellectual Disability (ID) [definition]
	+ Link: Attention Deficit Hyperactivity Disorder (ADHD) [definition]
* Carlos

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* Page 2: Overview of Transition Planning
* When they become involved in the juvenile justice system…
* Glossary
* However, transition and reentry can be difficult for youth… [bullet points]
* Research Shows
* Audio: Sarup Mathur of Project RISE—a project focused on successful…
* Audio: Heather Griller Clark of Project RISE—a project focused on…
* Create a Transition Team [drop-down menu]
* Establish Quick Records Transfer [drop-down menu]
* Create a Transition Plan [drop-down menu]
* Utilize Evidence-Based Practices [drop-down menu]
* Monitor the Transition Process [drop-down menu]
* Secure Adequate Funding [drop-down menu]
* For Your Information
* Teacher Toolbox
	+ Link: Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction [IRIS Module]
	+ Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings [IRIS Module]
	+ Link: Secondary Transition: Interagency Collaboration [IRIS Module]
	+ Link: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program [IRIS Module]
	+ Link: Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity [IRIS Module]
	+ Link: Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity [IRIS Module]
	+ Link: Evidence-Based Practice Summaries [web page]
	+ Link: Transition Toolkit 3.0: Meeting the Educational… [web page]

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* Page 3: Transition Planning at System Entry
* The first transition youth make occurs when they enter the JC facility…
* Effective Transition Practices
* Multidisciplinary Transition Team Members
	+ Link: Click for more information about potential… [drop-down menu]
	+ Audio: Deanne Unruh discusses the importance of interagency…
	+ For Your Information
	+ Audio: Leslie LaCroix, a transition specialist, discusses how…
	+ Link: Individuals with Disabilities Education Act of 2004 [definition]
	+ Link: individualized transition plan (ITP) [definition]
	+ Link: individualized education program (IEP) [definition]
	+ Link: evidence-based practices (EBPs) [definition]
	+ Area/Examples of Websites for EBPs [table]
		- Link: What Works Clearinghouse [website]
		- Link: Substance Abuse and Mental Health… [website]
		- Link: The Juvenile Justice Information Exchange [website]
* Addressing Key Areas of Transition at System Entry
	+ Education
		- Key Activities at System Entry [bullet points]
		- For Your Information
	+ Employment
		- Key Activities at System Entry [bullet points]
	+ Independent Living
		- Key Activities at System Entry [bullet points]
		- Carlos

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* Page 4: Transition Planning During Residency
* A successful transition plan incorporates ongoing, comprehensive…
* Effective Transition Practices
* Addressing Key Areas of Transition during Residency
	+ Education
		- Key Activities during Residency [bullet points]
			* Link: Merging Two Worlds [web page]
			* Link: Expanding the Circle [web page]
		- Audio: Leslie LaCroix describes an innovative yet simple…
	+ Employment
		- Key Activities during Residency [bullet points]
	+ Independent Living
		- Key Activities during Residency [bullet points]
		- Audio: Heather Griller Clark describes the primary…
		- Audio: Jean Echternacht describes the primary…
		- For Your Information
			* Audio: Deanne Unruh stresses the importance of…
		- Carlos

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* Page 5: Transition Planning for System Exit and Aftercare
* As we stated previously, the recommended practice related to…
* Effective Transition Practices
* Addressing Key Areas of Transition Prior to System Exit
	+ Education
		- Key Activities Prior to System Exit [bullet points]
		- For Your Information
	+ Employment
		- Key Activities Prior to System Exit [bullet points]
		- Audio: Deanne Unruh discusses some of the…
	+ Independent Living
		- Key Activities Prior to System Exit
		- For Your Information
	+ Aftercare
		- Some key activities include… [bullet points]
		- Audio: Leslie LaCroix describes how transition planning…
		- Carlos
			* Link: Click to view Carlos’s transition plan [PDF]
			* Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings [IRIS Module]
			* Link: Secondary Transition: Interagency Collaboration [IRIS Module]

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* Page 6: Emerging Findings
* In 2010, the U.S. Department of Education, Office of Special Education…
* Each model demonstration project is unique, yet they all… [bullet points]
* Audio: Heather Griller Clark discusses the importance that the student…
* Audio: Jean Echternacht discusses the importance that the student…
* Audio: Leslie LaCroix, a transition specialist, discusses how she builds…
* Audio: Robert White, a young adult who was incarcerated in a juvenile…
* Link: MAP (Making a Map: Finding My Way Back) [table/website]
	+ Link: Click to learn more about Check & Connect [web page]
	+ Link: Click to learn more about MAP [web page]
	+ Audio: Jean K. Echternacht describes the three main…
* Link: Project STAY OUT (Strategies Teaching… [table/website]
	+ Link: Click to learn more about Project STAY OUT [website]
	+ Audio: Deanne Unruh provides more information about the goals…
* Link: Project RISE (Re-Entry Intervention and… [table/website]
	+ Link: Click to learn more about Project RISE [website]
	+ Audio: Heather Griller Clark provides more information on…

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* Page 7: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 8: Credits
* Content Expert
* Module Developer
* Content Expert Reviewer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]