Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction

Challenge

• Video: My name is Rita Sikes, and I spent a number of years teaching in the public schools. During that time, I had several students who entered the juvenile justice system. Some of these students returned to school to complete their education, whereas others continued to struggle and ended up back in a youth or adult correctional facility.

Initial Thoughts

• How is teaching in a juvenile corrections setting different than teaching in a public school?
• How do teachers address the behavior issues of youth in these settings?
• How do teachers meet the academic needs of youth in juvenile corrections settings?

Perspectives & Resources

❖ Module Objectives

• After completing the entire Perspectives & Resources section and reviewing the accompanying activities, the learner will be able to:
  ◦ Understand some differences between teaching in a juvenile correction setting and teaching in a public school setting
  ◦ Identify some of the instructional and behavioral challenges that youth in juvenile correction facilities often experience
  ◦ Recognize the importance of using a positive behavioral approach
  ◦ List the components of a comprehensive behavior management plan
  ◦ Recognize key practices that lay the foundation for effective instruction
  ◦ Identify effective instructional practices for youth in juvenile corrections facilities

• This IRIS Module aligns with the following licensure and program standards and topic areas...

❖ Page 1: Education in Juvenile Justice Settings

• Statistics about youth in juvenile corrections [bullet points]
  ◦ Graphics: Youth in Juvenile Corrections Settings: A Closer Look
• Characteristics of youth in juvenile corrections settings
• Glossary of Key Terms
• Importance of Education
  ◦ The primary goal of JC settings is to... [bullet points]
  ◦ Research Shows
• Factors that Affect Instruction
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- Reasons why the instruction provided in JC settings is not as effective as it might be [bullet points]
- Audio: Peter Leone provides more detail about some of the challenges that teachers face when providing instruction in juvenile correction settings
- Recently, efforts have been made to improve the quality of education provided in JC settings

Page 2: Intake and Treatment Plan Procedures
- Youth entering a JC facility undergo an intake process [bullet points]
- Link: individual education programs [definition]
- Definition of “individual treatment plan”
- Definition of "multi-disciplinary transition or reintegration team”
  - Link: related services [definition]
- Did You Know?
  - Link: Family Educational Rights and Privacy Act (FERPA)
- Link: measurable goals [definition]
- Link: benchmarks [definition]
- Link: sample individual treatment plan
- For Your Information
- Audio: Peter Leone discusses the benefits and challenges to obtaining student records quickly, even with the most current electronic record systems

Page 3: Instructional and Behavioral Challenges
- Youth enter JC facilities with a number of behavioral, academic, and mental health challenges
  - Challenges: Academic and Behavioral [table with bullet points]
- Providing effective instruction is further complicated by...
  - Common Disabilities in JC Settings [table]
    - Link: specific learning disability [definition]
    - Link: emotional or behavioral disorder [definition]
    - Link: intellectual disability [definition]
    - Link: attention deficit hyperactivity disorder [definition]
- Link: Individuals with Disabilities Education Act of 2004
- Link: free appropriate public education (FAPE) [definition]
- Link: least restrictive environment [definition]
- Child Find [drop-down menu]
- FAPE in the LRE [drop-down menu]
- Individualized Education Program
  - Link: accommodations [definition]
  - Link: transition plan [definition]
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- Other Laws Relevant to Students with Disabilities [drop-down menu]
  - Link: Title 1, Part D of the Elementary and Secondary Education Act

❖ Page 4: Use Positive Behavioral Approaches
- To address a range of behavioral challenges, a growing number of JC facilities are...
- PBIS is a three-tiered positive behavior support model
  - Graphic: The three tiers of PBIS
- Research Shows
- PBIS can be implemented either school-wide or facility-wide
  - Features of PBIS
    - Link: fidelity of implementation [definition]
    - Once these PBIS features are in place...
- For Your Information
- Video: A juvenile corrections facility discusses a number of positive outcomes after the facility implemented PBIS
- Teacher Toolbox
  - Link: NDTAC’s Safe and Supportive Learning Environments resources

❖ Page 5: Create a Behavior Management Plan
- To create a safe and successful learning environment, all teachers... [bullet points]
- For Your Information
- Statement of Purpose
  - Sample statement of purpose
- Rules
  - Guidelines for Developing Rules
- Procedures
  - Sample Procedure for Walking in the Hallway
- Consequences
  - Definition of “positive consequence”
  - Positive consequences should be... [bullet points]
  - Definition of “negative consequence”
  - Negative consequences should be... [bullet points]
- For Your Information
- Action Plan
- Teacher Toolbox

❖ Page 6: Foundations of Effective Instruction
- Teachers and evidence-based practices
- Apply a Rigorous Curriculum
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- Audio: Peter Leone discusses the importance, as well as the difficulty, of aligning curriculum to the district’s standards

- Make Data-Based Decisions
- Implement Tiered or Intensified Instruction
- Use Grouping Strategies
  - Types of grouping strategies [bullet points]
- Employ a Variety of Instructional Types
  - Types of instruction [bullet points]
- Provide Flexible Instruction and Assessment
- For Your Information
- Teacher Toolbox
  - Link: U.S. Department of Education guidance package on Correctional Education in Juvenile Justice Facilities

❖ Page 7: Use Evidence-Based Practices

- Key recommendation by the Department of Education
  - Effective practices [bullet points]
  - Research Shows
- Explicit Instruction with Strategy Instruction
  - Explicit Instruction
    - During explicit instruction, the teacher... [bullet points]
    - Components of Explicit Instruction
  - Strategy Instruction
    - Develop Background Knowledge [drop-down menu]
    - Discuss It [drop-down menu]
    - Model It [drop-down menu]
    - Memorize It [drop-down menu]
    - Support It [drop-down menu]
    - Establish Independent Practice [drop-down menu]
- ClassWide Peer Tutoring
  - Video: Two students are engaged in a peer tutoring activity
- Teacher Toolbox
  - Link: NDTAC’s resources on Teaching and Learning page

❖ Page 8: Incorporate Additional Instructional Practices

- A number of EBPs have been shown to be effective
- Scaffolding
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- Graphic: scaffolding technique
- Study Skills Instruction
- Activities Related to Learning/Study Skills Strategies
- Reading Instruction in the Content Areas
  - Vocabulary/Comprehension
  - Video: Anita Archer demonstrates how to explicitly define and contextualize a vocabulary word
- For Your Information
- Mathematics Instruction
  - Examples of classroom practices [bullet points with examples]
  - Video: A teacher demonstrates classroom mathematics instruction
- Peter Leone explains why it is important to build rapport with students in order to more successfully implement effective instructional practices
- Teacher Toolbox
  - Link: NDTAC’s resources on Teaching and Learning page

Page 9: Provide Accommodations
- Even when teachers use EBPs and other effective strategies...
- Instructional and testing accommodations are generally grouped into four categories
  - Definition of accommodations types [table with link to examples]
  - Accommodations might be especially helpful for youth in JC facilities who...
- Video: Watch screen reader software reading part of The Jungle Book
- Definition of “assistive technology”
  - Students can utilize assistive technology to... [bullet points]
  - A Sample of AT Devices [clickable graphics with descriptions]
- Teacher Toolbox

Page 10: References & Additional Resources
- Suggested Module citation
- References
- Additional Resources

Page 11: Credits
- Suggested Module citation
- Content Experts
- Module Developers
- Module Production Team
Youth with Disabilities in Juvenile Corrections (Part 1):
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Outline

• Media
• Expert Interviews

Wrap Up
• Summary of the Module’s main points
• Return to the Challenge
• Revisiting Initial Thoughts

Assessment
• Complete the numbered questions

You Have Completed This Module
• Give Us Your Feedback
  ◦ Link: Module feedback survey form
• Professional Development Hours
  ◦ Link: IRIS PD Hours Shop
• Related Resources [links]