



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 corrections setting and teaching in a public school setting
 - Identify some of the instructional and behavioral challenges that youth in juvenile corrections 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
- For Your Information
 - Link: Office of Juvenile Justice and Delinquency Prevention (OJJDP)
 - Link: National Center for Mental Health and Juvenile Justice
- Characteristics of youth in juvenile corrections settings
- Glossary of Key Terms
- Importance of Education



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

- The primary goal of JC settings is to... [bullet points]
- Research Shows
- Factors that Affect Instruction
 - 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
- Audio: Robert White was incarcerated for a number of years in a juvenile corrections facility. Here he describes how, as part of the individual treatment plan, his teacher collected data and established individualized instructional goals
- 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]



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- 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]
- 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
- Link: Listen to a comparison of PBIS in schools and in juvenile corrections facilities
- Research Shows
- Audio: Jeffrey Sprague, an expert in PBIS implementation, highlights positive outcomes experienced by youth and staff at juvenile corrections facilities that implemented PBIS
- 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
- Audio: Jeffrey Sprague discusses some of the challenges of implementing PBIS in juvenile corrections facilities
- Video: A teacher at a juvenile corrections facility discusses a number of positive outcomes following the implementation of 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"



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- Positive consequences should be... [bullet points]
- Definition of “negative consequence”
- Negative consequences should be... [bullet points]
- Action Plan
- Link: View a sample classroom behavior management plan
- Teacher Toolbox

❖ Page 6: Foundations of Effective Instruction

- Teachers and evidence-based practices
- Establish a Positive Relationship
 - Audio: Peter Leone explains why it is important to build rapport with students in order to more successfully implement effective instructional practices
 - Audio: Robert White describes why it is critical for teachers to offer assurance and support to youth in JC settings
- Apply a Rigorous Curriculum
 - Audio: Peter Leone discusses the importance, as well as the difficulty, of aligning curriculum to the district’s standards
- Make Data-Based Decisions
 - Link: diagnostic assessment [definition]
 - Link: formative assessment [definition]
 - Link: curriculum-based measurement [definition]
 - Link: evidence-based practice [definition]
- Implement Tiered or Intensified Instruction
 - Link: multi-tiered systems of support [definition]
- Provide Culturally Responsive Instruction
 - Teachers can do this by... [bullet points]
- 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



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- 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 engage 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
 - 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
- 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



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

- 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
- 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]