



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

Module Home

- **Module Description:** This Module, first in a two-part series, outlines the instructional challenges frequently encountered by teachers in juvenile corrections settings. It discusses some of the ways to address these challenges, including key instructional and behavioral foundations and recommendations for working with students with disabilities (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Concept Map

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



The contents of this resource were developed under a grant from the U.S. Department of Education, #H325E120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah Allen.



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- 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
 - 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



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❖ 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]
- 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



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❖ 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]
- 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



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- 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 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



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- 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
- 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



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

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]