
THE NATIONAL CENTER ON EDUCATION,
DISABILITY, AND JUVENILE JUSTICE TRAINING
MODULES

EDJJ TRAINING MODULE #8:

**TRANSITION SERVICES FOR YOUTH
WITH DISABILITIES IN THE JUVENILE
JUSTICE SYSTEM**

Prepared by: Heather Griller-Clark
Arizona State University

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INTRODUCTION

This module is one in a series of training packages that have been designed for working with youth with disabilities in the juvenile justice system. This particular module focuses on the transition services needed for youth with disabilities in the juvenile justice system. The complete set of EDJJ Training Modules includes information on the following topics:

- Module 1: Correctional Education and the Criminal Justice System
- Module 2: Characteristics of Exceptional Populations
- Module 3: Overview of Special Education
- Module 4: Overview of IDEA and IEPs
- Module 5: Assessment of Exceptional Individuals
- Module 6: Curriculum for Exceptional Individuals
- Module 7: Instructional Methods and Strategies
- Module 8: Transition Services for Youth with Disabilities in the Juvenile Justice System

MODULE COMPONENTS

This module has been designed as a self-contained training package. It contains all the information and materials necessary to conduct training. Additional information and materials can be included at the discretion of the trainer.

Instructional Design Specifications. This cover page includes the following information:

Module Title
Competency Statement
Rationale Statement
Prerequisites

Module Objectives

References

Evaluation Procedures and Criteria

Handouts

Learning Activities and Alternatives

Overhead Transparency Masters

Content Outline

Training Evaluation Form

RECOMMENDED PREPARATION PROCEDURES

- 1) Review Materials. The trainer should thoroughly review the entire package and become familiar with the content of each component.
- 2) Conduct Needs Assessment.
 - a) Enter the name and address of the trainer on the Needs Assessment Form

- b) Duplicate the form and distribute to participants well in advance of the established training date(s). Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero. As such, each needs assessment question represents a very broad content area. A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for the training or when there is a limited amount of time for training.
- 3) Review the completed Needs Assessment Forms.
- 4) Select the topics/content to be presented.
- 5) Formulate objectives for the training sessions. The major objectives are listed on the Module Objectives page(s). In situations where the training is more highly focused, the trainer should formulate more specific objectives.
- 6) Determine evaluation instruments and procedures. Evaluation procedures and questions corresponding to the objectives are listed in the Evaluation, Procedures and Criteria section. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.
- 7) Determine learning activities
 - a) Review the Content Outline section and select the content to be presented.
 - b) Review the Learning Activities section and prepare learning activities that relate to the objectives. It is recommended that the format of the training session include frequent participant activities in addition to a traditional lecture presentation. For maximum effectiveness the trainer should change the format of the session at least every 30 minutes. In most cases this will require the development of additional learning activities.
- 8) Prepare overhead transparencies.
 - a) Select and make overhead transparencies that will be used in the training session.
 - b) The trainer should develop additional transparencies when specific information needs to be emphasized.
 - c) In some cases the trainer may need to enlarge the transparencies when the training session will be conducted in a large room. Some transparencies will need to be separated where two have been placed on a page.
- 9) Prepare handouts
 - a) Select and duplicate handouts.
 - b) Additional handouts and materials for activities should be developed as needed.

DELIVERY OF MODULE TRAINING

The following is a list of recommendations for trainers relating to the delivery of module instruction.

- 1) Select a site conducive to training by considering the following:
 - a) Adequate room size
 - b) Temperature control
 - c) Ventilation
 - d) Acoustics
- 2) Provide comfortable, moveable chairs and a hard writing surface for each participant.

- 3) Begin with a welcome and introduction of yourself. Include information on your background, training, and experience.
- 4) Explain the purpose of training.
 - a) Provide a rationale (see Instructional Design Specifications section).
 - b) Display and/or distribute a copy of the objectives the participants are expected to meet.
 - c) Provide participants with a content outline listing the major and secondary level topics to be presented.
- 5) Explain the evaluation procedures to the participants.
- 6) It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 90 minutes. Access to refreshments during the training period is recommended.
- 7) Inform participants of the time frame you intend to follow.
- 8) Periodically summarize the information you have presented.
- 9) Encourage participants to ask questions, ask for clarification, and/or ask for additional examples.

TRAINING EVALUATION

At the conclusion of the training session(s) ask the participants to complete the Training Evaluation Form.

EDJJ Module #8: Transition Services for Youth with Disabilities in the Juvenile Justice System

Purpose: This module has been designed to meet the needs of individuals with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient and effective, please complete the following survey.

Instructions: Please rate each of the following items with one of the following indications:

- (1) High training priority
- (2) Medium training priority
- (3) Low training priority

	TOPIC		RATING		
1.	Overview of Transition Services for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
2.	Rational for Providing Transition Services to Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
3.	Effective Practices for Providing Transition Services to Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
4.	Transition to School for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
5.	Transition to Employment for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
6.	Transition to the Community for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
7.	Description of the Transition Components Included in the IEP for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	
8.	How to Assess Transition Services for Youth with Disabilities in the Juvenile Justice System	High	Med.	Low	

What other concerns, needs, or questions do you have regarding the topic covered in this module?

PROGRAM: EDJJ Training Module

MODULE: Transition Services for Youth with Disabilities in the Juvenile Justice System

COMPETENCY: Correctional Educators should be able to advocate for, design, and implement Transition Services for Youth with Disabilities in the Juvenile Justice System.

RATIONALE: It is estimated that between 20% and 42% of youth in adult and juvenile correctional facilities are disabled. Furthermore, the number of youth with disabilities served by state correctional facilities is increasing. The passage of legislation including the Individuals with Disabilities Education Act, the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, and the 1997 Amendments to the Individuals with Disabilities Education Act has played a major role in focusing attention on the transition process and has highlighted the need for a comprehensive approach to transition services.

Although educational services for special needs juvenile offenders have increased in both quality and quantity in recent years, transition services have been, and continue to be, the most neglected element of correctional education programming. Research in correctional education, however, reveals several components that promote the successful transition of youth with disabilities to school, work, and the community. Taking these components into consideration, juvenile justice systems and educators can develop effective transition services.

PREREQUISITES: It is recommended that participants complete training in EDJJ modules #1 through #7 before beginning training in Module #8.

UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO:

1. Define Transition
2. Understand the Rationale for Providing Transition Services to Youth with Disabilities
3. Identify Federal Legislation Effecting Transition Services for Youth with Disabilities
4. List Effective Practices for Transition
5. Identify Components for Successful Transition to School
6. Identify Components for Successful Transition to Employment
7. Identify Components for Successful Transition to the Community
8. Identify The Transition Components Included in the Individualized Education Plan
9. Describe How to Assess Transition Services
10. Identify Transition Resources

EVALUATION PROCEDURES AND CRITERIA:

OBJECTIVE #1: Define Transition

1. Define Transition
2. Identify different philosophies and theories on transition

OBJECTIVE #2: Understand the Rationale for Providing Transition Services to Youth with Disabilities

1. Discuss the relationship between transition and special education
2. Discuss the relationship between transition, special education, and the juvenile justice system

OBJECTIVE #3: Identify Federal Legislation Effecting Transition Services for Youth with Disabilities

1. Section 504 of the Rehabilitation Act of 1973
2. The Education for All Handicapped Children Act of 1975
3. The 1984 Amendments to the Education for All Handicapped Children Act
4. The Americans with Disabilities Act of 1990
5. The Individuals with Disabilities Education Act of 1990
6. The Goals 2000: Educate America Act of 1993
7. The School-to-Work Opportunities Act of 1994
8. The Individuals with Disabilities Education Act Amendments of 1997

OBJECTIVE #4: List the Effective Practices for Transition

1. Effective Practices for Neglected and Delinquent Youth
2. Effective Practices in Correctional Education
3. Effective Practices in Correctional Special Education

OBJECTIVE #5: Identify Components for Successful Transition to School

1. Awareness
2. Eligibility Criteria
3. Exchange of Information
4. Program Planning before Transition
5. Feedback after Transition
6. Written Procedures

OBJECTIVE #6: Identify Components for Successful Transition to Employment

1. Occupational Awareness
2. Employment-related Knowledge and Skills
3. Specific Vocational Knowledge and Skills
4. Job Placement and Supervision
5. Job Training
6. Vocational Education

OBJECTIVE #7: Identify Components for Successful Transition to the Community

1. Independent Living
2. Daily Living Skills
3. Personal Relationships
4. Community Resources
5. Health and Fitness
6. Leisure and Recreation
7. Related Service Providers

OBJECTIVE #8: Describe the Transition Components Included in the Individualized Education Plan

1. Checklist for IEP Documentation
2. Checklist for Other Documentation

OBJECTIVE #9: Describe How to Assess Transition Services

1. Administrative Based Assessment
2. School Based Assessment
3. Employment Based Assessment
4. Community Based Assessment
5. Recidivism Based Assessment

OBJECTIVE #10: Identify Transition Resources

1. National Resources
2. Local Resources
3. Transition Reference List

LEARNING ACTIVITIES:

The following activities may be used by themselves or in conjunction with each other and/or a standard lecture. The activities are numbered to correspond to the major subheadings contained in the Content Outline Section.

CONTENT OUTLINE:

1. Overview of Transition Services for Youth With Disabilities in the Juvenile Justice System

1.1. Definitions

1.1.1. The definition of transition for youth with disabilities comes from the Individuals with Disabilities Education Act of 1990. Transition is defined as “a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing education, adult services, independent living, or community participation.”

1.1.2. The term transition has not been clearly defined for youth within the juvenile justice system. However, it is generally referred to as, “the passage of a juvenile offender from the community (home, school, etc.) to a correctional program setting and back again” (Coffey & Gemignani, 1994).

1.1.3. The definition of transition for youth with disabilities in the juvenile justice system can therefore be thought of as, “a coordinated set of activities for a juvenile offender, designed within an outcome-oriented process, which promotes movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities including public or alternative education, vocational training, integrated employment (including supported employment), continuing education, adult services, independent living, or community participation.”

1.2. Philosophies on Education and Transition in Corrections

1.2.1. Education - Although there is a general consensus in the literature that education programs containing effective transition components aid in the post-release success of both juvenile and adult offenders, the goal of corrections remains to provide public safety through confinement and punishment. This juxtaposition is clearly seen in the way education is either supported or inhibited within a correctional setting (Rutherford, Griller, & Anderson, in press).

1.2.2. Transition – Different philosophies on transition result in different perspectives on what defines successful transition. For example, the most important aspect of transition for a parole officer may be a reduction in the amount of delinquent or criminal behavior, while the most important aspect of transition for an educator may be academic or vocational success (Leone, Walter, & Edgar, 1990).

1.3. Theories of Delinquency

1.3.1. Micro theory holds that the individual is responsible for his/her behavior and the resulting delinquency (Leone et al., 1990).

1.3.2. System theory states that delinquency occurs when there is an imbalance between the youth and his/her social system (Leone et al., 1990).

1.3.3. Macro theory states that delinquency is a function of the roles the youth plays within society (Leone et al., 1990).

1.4. Research on Transition and Special Education

1.4.1. The ultimate goal of special education has been identified as “successful transition from school to the community” (Benz & Halpern, 1993).

- 1.4.2. Youth with disabilities have significant needs in the area of transition (Pollard, Pollard, & Meers, 1994).
- 1.4.3. Even youth with disabilities who have been identified often do not receive the transition services they need (Benz & Halpern, 1993; Edgar, 1991; Kochhar & West, 1995; Lewis, Schwartz, & Ianacone, 1988; Taymans, Corbey, & Dodge, 1995).
- 1.4.4. There is a great diversity in the types and quality of transition services and interventions delivered to youth with disabilities (Halloran & Simon, 1995; Kochhar & West, 1995; Taymans et al., 1995).
- 1.4.5. A continuum of care, including partnerships between schools, families, communities, and businesses, has not been fully established (Halloran & Simon, 1995).
- 1.4.6. Special education currently attempts to remediate academic, cognitive, vocational, and social needs for youth with disabilities, yet in many cases these gaps cannot be overcome and therefore must be augmented with additional transition services (Edgar, 1991).
- 1.4.7. Between 25% and 50% of all identified transition needs are not addressed in the transition planning process for youth with disabilities (Benz & Halpern, 1993).
- 1.4.8. The amount of time devoted to transition is arbitrary (Benz & Halpern, 1993).
- 1.5. Research on Transition, Special Education, and Juvenile Justice
 - 1.5.1. Transition is generally the most neglected component of correctional education programs (Griller, Rutherford, Mathur, & Anderson, 1997).
 - 1.5.2. A comprehensive approach to transition services for disabled and nondisabled juvenile offenders often does not exist and is greatly needed (Griller, 1996).
 - 1.5.3. Services that link correctional education programs to the student's previous public school program and to future educational and community services need to be in place in correctional systems (Griller, 1998).
 - 1.5.4. Cooperation between the public schools, community agencies, and correctional education programs seldom occurs (Griller, 1998).
 - 1.5.5. Education records or transcripts from correctional institutions are rarely forwarded to educational or vocational programs in the community once the offender is released (Lewis et al, 1988).
 - 1.5.6. The agency responsible for correctional education differs across states so clear guidelines and responsibilities for transition cannot be determined (Rutherford, Nelson, & Wolford, 1986).
 - 1.5.7. No single agency accepts responsibility for providing transition records and services (Griller, 1996).

2. Transition Legislation

2.1. Section 504 of the Rehabilitation Act of 1973

- 2.1.1. This piece of legislation is the basic civil rights provision pertaining to discrimination against individuals with disabilities.
- 2.1.2. It states, "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Rehabilitation Act of 1973).

- 2.1.3. Education programs in correctional facilities are covered directly by the federal requirements implementing Section 504.
- 2.1.4. Correctional education agencies are also required to take affirmative steps to eliminate discrimination. These steps include:
 - 2.1.4.1. Locating and identifying students with disabilities
 - 2.1.4.2. Conducting appropriate evaluations
 - 2.1.4.3. Providing a free, appropriate education to eligible students
 - 2.1.4.4. Conforming to procedural safeguards
- 2.2. The Education for All Handicapped Children Act of 1975 (P.L. 94-142)
 - 2.2.1. Established the right to a free and appropriate education for all handicapped children, including those who are incarcerated
 - 2.2.2. This legislation addresses the need for an Individualized Education Program or IEP for handicapped youth
- 2.3. The 1984 Amendments to the Education for All Handicapped Children Act (P.L. 98-199)
 - 2.3.1. State and local education agencies are required to report the anticipated transition needs of handicapped youth leaving school (Johnson, Bruininks, & Thurlow, 1987).
 - 2.3.2. These amendments stimulated states and local school districts to develop voluntary transition support services (Kochhar & West, 1995).
- 2.4. The Americans with Disabilities Act of 1990
 - 2.4.1. This is a civil rights act which prohibits state and local governments and their subdivisions from discriminating against individuals on the basis of disability.
 - 2.4.2. It also requires that all public entities with 50 or more employees conduct a self-evaluation of their programs, services, and activities to assure that they are fully accessible, that barriers are removed in a timely manner, and that the institution's policies and procedures do not have the effect of discriminating against individuals with disabilities.
- 2.5. The Individuals with Disabilities Education Act of 1990 (P.L. 101-476)
 - 2.5.1. This act mandates that all persons with disabilities under the age of 22 have the right to a free and appropriate public education adjusted to meet their individual needs.
 - 2.5.2. It requires that all youth with disabilities, including those who are incarcerated, be provided special education services.
 - 2.5.3. IDEA is also the first significant piece of transition legislation. This legislation:
 - 2.5.3.1. Incorporates transition in the definition of special education.
 - 2.5.3.2. Requires that the IEP of students sixteen years and older specifically address the transition services that the student needs.
 - 2.5.3.3. Suggests that students be involved in all phases of the transition process.
 - 2.5.4. This legislation also authorized the funding for an institute to study the issues and problems related to secondary special education and transition services.
- 2.6. The Goals 2000: Educate America Act of 1993 (P.L. 103-227)
 - 2.6.1. This piece of legislation became a focus for education reform in the 1990s. It emphasized the importance of appropriate transition services and reinforced the requirements of IDEA. In fact, almost every goal relates to some aspect of transition, whether it is movement from home to school, school to work, or school to community.

2.6.2. These goals are listed below

2.6.2.1. All children in America will start school ready to learn.

2.6.2.2. A minimum high school graduation rate of 90% will be achieved.

2.6.2.3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, and every school will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

2.6.2.4. U.S. students will be the first in the world in mathematics and science achievement.

2.6.2.5. Every adult in America will be literate and will possess the knowledge and skill necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

2.6.2.6. Every school in the U.S. will be free of drugs, violence, and the unauthorized possession of firearms and alcohol and will offer a disciplined environment conducive to learning.

2.6.2.7. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

2.6.2.8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

2.7. The School-to-Work Opportunities Act of 1994 (P.L. 103-239)

2.7.1. This piece of legislation seeks to broaden educational, career, and economic opportunities for all youth by establishing partnerships between schools, businesses, community-based organizations, and state and local governments.

2.7.2. The School-to-Work Opportunities Act encourages all participants involved in education to work together to meet the needs of the student. It "reflects a national effort to extend transition services to all youth preparing to exit the schools and enter employment or postsecondary training" (Kochhar & West, 1995).

2.7.3. The three main components of the School-to-Work Opportunities Act are:

2.7.3.1. School based learning – which consists of classroom instruction that is based on high academic and occupational skill standards.

2.7.3.2. Work based learning – which consists of work experience, structured training, and mentoring.

2.7.3.3. Connecting activities – which integrate classroom and on-the-job instruction to match student with participating employers, train job-site mentors, and build and maintain bridges between school and work.

2.8. The Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17)

2.8.1. These amendments to the original Individuals with Disabilities Education Act introduce several important changes related to transition services.

2.8.2. While the Individuals with Disabilities Education Act of 1990 provided the first mandate for transition planning in special education, the 1997 Amendments broadened the scope of transition planning in the following ways (Sitlington, Clark, & Kolstoe, 2000):

- 2.8.2.1. The definition of transition has been clarified. A coordinated set of activities can now include related services such as transportation, support services like speech and language pathology, audiology services, psychological services, physical and occupational therapy, recreation, social work services, counseling, orientation and mobility services, and medial services.
- 2.8.2.2. Transition service needs must now be included in the student's IEP at age 14 instead of age 16. In addition, these service needs must be updated annually and must focus on the student's course of study.
- 2.8.2.3. A continued mandate is that a statement of needed transition services for students, including, when appropriate, a statement of the interagency responsibilities or any needed linkages, must be included in the student's IEP by age 16.
- 2.8.2.4. However, if the IEP team determines that a student does not need transition services in one or more areas, there is no longer a need to justify why this decision was made.
- 2.8.2.5. States now have an option concerning the transfer rights at the age of majority.
 - 2.8.2.5.1. In a state that transfers rights to the student at the age of majority, the student's IEP must include a statement that the student has been informed of his/her educational rights, beginning at least one year before the student reaches that age.
 - 2.8.2.5.2. If students are determined not to have the ability to provide informed consent, the state has to establish procedures to appoint a legal guardian.

3. Effective Practices

3.1. Effective Practices for Neglected and Delinquent Youth

- 3.1.1. In 1987 the U.S. Department of Education undertook a three year study to examine the operation of the Chapter I (now Title I) Neglected or Delinquent (N or D) program. The N or D program provides compensatory education services to youth in state-operated juvenile and adult correctional facilities.
- 3.1.2. The final report of the study is entitled, *Unlocking Learning: Chapter I In Correctional Facilities* (LeBlanc & Pfannenstiel, 1991).
 - 3.1.2.1. The purpose of the report was to provide correctional educators with an assessment of Chapter I N or D programs and present recommendations for improving their efficiency and effectiveness.
 - 3.1.2.2. The report is organized into the following sections;
 - 3.1.2.2.1. Characteristics of juvenile offenders
 - 3.1.2.2.2. An assessment of the education services that Chapter I participants need
 - 3.1.2.2.3. A description of the transition services received by juvenile offenders
 - 3.1.2.2.3.1. The study found that incarcerated youth often received information on education and employment, but did not receive post-release services to assist them in obtaining further education or employment
 - 3.1.2.2.3.2. The study also found that only half of the youth enrolled in school upon release.

- 3.1.2.2.3.3. In addition, most youth who sought employment found low paying jobs and were not employed long.
 - 3.1.2.2.3.4. Four out of 5 youth returned to the same living arrangements as before incarceration.
 - 3.1.2.2.3.5. Only 1 out of 10 youth moved to a transitional setting like a group home.
 - 3.1.2.2.3.6. However, 9 out of 10 had an assigned aftercare worker.
 - 3.1.2.2.4. A review of the findings on the structure and operation of Chapter I programs
 - 3.1.2.2.5. Recommendations for aligning program operations more closely with the law
 - 3.1.2.2.6. Examples of effective Chapter I practices compared with conventional practices commonly found in juvenile correctional education programs.
- 3.2. Effective Practices in Correctional Education
- 3.2.1. In 1994 the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) published the results of an eighteen-month study conducted by the National Office of Social Responsibility (NOSR). This publication, entitled *Documented Effective Practices in the Education of At-Risk and Delinquent Youth* (Coffey & Gemignani, 1994), represents the most comprehensive research on juvenile correction education to date.
 - 3.2.1.1. Part I of this report presents an analytical overview, by topical area, of the literature and research in juvenile correctional education.
 - 3.2.1.2. Part II outlines a number of effective practices in the education of at-risk and delinquent youth.
 - 3.2.1.2.1. Effective practices are defined as, "any instructional or administrative action that enables all students to learn in accordance with their ability and meet agreed-upon standards of [educational] performance" (Coffey & Gemignani, 1994).
 - 3.2.1.2.2. "Documented" reflects practices which have proven to be effective either through research or practical application.
 - 3.2.1.2.3. The effective practices outlined in the report are organized into eight sections:
 - 3.2.1.2.3.1. Characteristics of Effective Schools
 - 3.2.1.2.3.2. Effective Practices in Administration
 - 3.2.1.2.3.3. Effective Practices in Academic Programs
 - 3.2.1.2.3.4. Effective Practices in Special Education
 - 3.2.1.2.3.5. Effective Practices in Psychoeducational Programming
 - 3.2.1.2.3.6. Effective Practices in Employment Preparation
 - 3.2.1.2.3.7. Effective Practices in Transition and Support Services:
 - 3.2.1.2.3.7.1. Effective transitional services include the following components: interagency coordination, pre-placement joint planning, transfer of records prior to a student's move from one jurisdiction to another, a continuum of services and care, family services, and frequent client contacts.
 - 3.2.1.2.3.7.2. A variety of specific educational pre-release programs are provided such as social skills, survival skills, independent

living skills, pre-employment training, and law-related education.

- 3.2.1.2.3.7.3. A variety of noneducational support services are provided such as work experience and placement, alcohol and drug abuse counseling, vocational assessment and counseling, health education, training for parenthood, and driver's education.
- 3.2.1.2.3.7.4. External resources (such as speakers, tutors, mentors, vocational trainers, substance abuse counselors, employers, volunteers, and job counselors) are tapped.
- 3.2.1.2.3.7.5. Special funds are earmarked for transition and support services, including additional Chapter I Neglected or Delinquent funding.
- 3.2.1.2.3.7.6. Students in correctional education programs have access to a comprehensive library, with an interlibrary loan program, which contains a variety of materials related to transition and support services and reflect the varied and multicultural interests and needs of the students.
- 3.2.1.2.3.7.7. Interagency awareness of clients' needs and one another's services are developed through interagency administrators' meetings, inter-agency inservice training, and correctional institution and community school visits.
- 3.2.1.2.3.7.8. Procedures and inter-agency agreements are developed to ensure that students' records are transferred in a timely fashion between the releasing and the receiving institutions in order for pre-placement decisions to be made.
- 3.2.1.2.3.7.9. A planning and placement decision process is developed at the program level for using all available educational information to make prompt and appropriate placement, including identification of those with active Special Education IEP's and those potentially in need of and eligible for Special Education and related services.
- 3.2.1.2.3.7.10. An individual education plan (IEP) is developed for each student that includes transitional services and goals.
- 3.2.1.2.3.7.11. A preplacement planning team is formed that develops a plan for the student's placement after release prior to the release date and is based on a review of all options.
- 3.2.1.2.3.7.12. Students are scheduled and preregistered prior to their reentry into community schools. If possible, students attend such preregistration.
- 3.2.1.2.3.7.13. A system is developed among criminal justice and educational jurisdictions for maintaining placement and communication after students' release into school or work in the community.
- 3.2.1.2.3.7.14. Public schools are encouraged to assign all adjudicated youth to one counselor who can serve as an advocate for these

youths, cultivate parent involvement, maintain communications with other jurisdictions, and place students in classes with supportive teachers.

3.2.1.2.3.7.15. A system is developed for periodic evaluations of the transition program and all of its components (Coffey & Gemignani, 1994).

3.2.1.2.3.8. Effective Practices in Program Evaluation and Research

3.2.2. This research on effective practices is also significant in that it is not only based on a review of correctional education literature, but also on the findings of the Effective Schools Research, the Secretary's Commission on Acquiring Necessary Skills, the Job Training Partnership Act, and Job Corps (Coffey & Gemignani, 1994).

3.3. Effective Practices in Correctional Special Education

3.3.1. It is estimated that between 20 and 42 percent of juveniles in correctional facilities have special needs (Lewis, et al., 1988; Morgan, 1979; Rutherford, Nelson, & Wolford, 1985).

3.3.2. The number of special needs youth served by state correctional facilities is increasing (Rutherford et al., 1985).

3.3.3. Despite an increase in compliance with federal mandates, the need for effective implementation of correctional education programming for special needs youth continues to be at the forefront of much discussion.

3.3.4. Rutherford et al. (1985) raised a question as to what constitutes an effective correctional special education program. The authors list six components as "critical to the implementation of meaningful correctional special education programs." These include:

3.3.4.1. Procedures for conducting functional assessments for offenders with disabilities

3.3.4.2. A curriculum that teaches functional academic and daily living skills

3.3.4.3. The inclusion of vocational special education

3.3.4.4. Transition programs and procedures between correctional programs and the community

3.3.4.4.1. The transition or transfer of students and their educational records through the justice system is a critical component of effective special education programming.

3.3.4.4.2. Services are needed that link correctional education programs to the student's previous public school program, as well as to the educational and community services needed to support the offender following incarceration.

3.3.4.4.3. Transition is generally the most neglected component of correctional education programs (Griller, et al., 1997).

3.3.4.4.4. Cooperation between the public schools, community agencies, and correctional education programs seldom occurs.

3.3.4.4.4.1. The identification of offenders with disabilities is often slowed because of difficulty obtaining previous educational records.

3.3.4.4.4.2. Furthermore, education records or transcripts from the institution are rarely forwarded to educational or vocational

programs in the community once the offender is released (Lewis et al., 1988).

3.3.4.4.3. No single agency accepts the responsibility for providing transition records or services (Griller, 1996).

3.3.4.4.4. In order to develop an effective and comprehensive transition program for juvenile offenders, responsibility must be shared between correctional education, public schools, and community-based programs.

3.3.4.5. A system to provide comprehensive institutional and community services to offenders with disabilities

3.3.4.6. Inservice and preservice training for correctional educators in special education (Rutherford et al., 1985; Rutherford & Howell, 1997).

3.4. Conclusions on Effective Practices

3.4.1. Transition services have been identified as a critical component of effective programming for neglected and delinquent youth, youth within the juvenile justice system, and youth with disabilities in the juvenile justice system.

3.4.2. There is no “right” way to provide transition services to youth within the juvenile justice system. Therefore, it is important to focus not only on model programs, but on effective practices, when providing transition services to juvenile offenders.

4. Transition to School

4.1. Rationale for Providing Services to Youth in the Juvenile Justice System Transitioning to School

4.1.1. Recidivism and Education

4.1.1.1. A proven means of successfully rehabilitating offenders and reducing recidivism is through education (Alabama, 1992; Anderson, Anderson & Schumacker, 1988; Black, Brush, Grow, Hawes, Henry & Hinkle, 1996; Coffey & Gemignani, 1994; Harer, 1987; Lillis, 1994; O’Neil, 1990).

4.1.1.2. There is a correlation between education and lower recidivism rates (Harer, 1994).

4.1.1.3. Inmates who receive either vocational/technical training or a General Equivalency Diploma while incarcerated have the highest rates of employment after release (Anderson et al., 1988).

4.1.2. Youth within the juvenile justice system need assistance to return to public, alternative, or charter schools.

4.1.2.1. For example, a study in Washington found that only 21% of youth released from correctional institutions were in school six months after release (Maddox & Webb, 1986).

4.1.2.2. In addition, a Wisconsin study found that only 1.6% of released juvenile offenders returned to school and graduated (Haberman & Quinn, 1986).

4.1.3. The problems encountered by youth within the juvenile justice system who are returning to school are even further exacerbated when those youth have special needs (Benz & Halpern, 1993; Edgar, 1991; Edgar, Webb & Maddox, 1987; Lewis et al., 1988; Pollard, Pollard & Meers, 1994).

- 4.1.3.1. For example, Benz and Halpern (1993) found that between 25 and 50% of *identified* transition needs were not addressed during the transition planning process for youth with disabilities.
- 4.1.3.2. In addition, learning disabled and emotionally disturbed students were almost always the least likely to have their transition needs met (Benz & Halpern, 1993).
- 4.1.3.3. Edgar (1991) contends that this gap between youth with disabilities and their peers cannot be overcome solely with instruction, but must be augmented with additional transition services.
- 4.1.4. There is no clear consensus on who should provide transition services to youth within the juvenile justice system. Therefore, it may be a parole officer, a probation officer, a teacher, a caseworker, a transition specialist, a counselor, a registrar, or a myriad of other professionals. However, the entities themselves are often described as the “sending agency” and the “receiving agency”.
 - 4.1.4.1. The Sending Agency – has primary responsibility for the youth before the transition process begins. Correctional institutions and detention centers are usually the sending agency for youth within the juvenile justice system (Edgar et al., 1987).
 - 4.1.4.2. The Receiving Agency – takes over primary responsibility for the youth from another agency. Public, alternative, and charter schools or community and employment agencies are usually the receiving agency for youth transitioning out of the juvenile justice system (Edgar et al., 1987).
- 4.2. The following six issues have been identified as critical to the successful transition of youth from the juvenile justice system to school (Edgar et al., 1987).
 - 4.2.1. Awareness
 - 4.2.1.1. Sending and receiving agencies need to know about one another’s programs.
 - 4.2.1.2. Transition can be greatly improved if each agency knows what services the other offers, what the other facilities are like, what the other agency’s mission and philosophy are, and what types of programs are available.
 - 4.2.1.3. Site visits, in-service training, and written materials can help promote awareness among programs.
 - 4.2.2. Eligibility Criteria
 - 4.2.2.1. Sending agencies need to have an understanding of the eligibility criteria for each educational entity.
 - 4.2.2.2. This ensures that valid and realistic referrals are made.
 - 4.2.3. Exchange of information
 - 4.2.3.1. The sending agency should ensure that enrollment information gets to the receiving agency.
 - 4.2.3.2. This exchange of information, prior to transition, ensures that the student is eligible for referral to the receiving agency.
 - 4.2.4. Program Planning Before Transition
 - 4.2.4.1. Joint replacement planning promotes continuity in service.
 - 4.2.4.2. It also prevents students from falling through the cracks.
 - 4.2.5. Feedback After Transition
 - 4.2.5.1. This information can provide data for program evaluation and alteration.

- 4.2.5.2. It can be collected through surveys of students, parents, teachers, parole officers, and/or counselors.
- 4.2.6. Written Procedures
 - 4.2.6.1. Formal, written procedures improve transition efforts.
 - 4.2.6.1.1. This ensures procedures are not overlooked or forgotten.
 - 4.2.6.1.2. In addition, it makes procedures easier to evaluate.
 - 4.2.6.1.3. Finally, it provides documentation for individual responsibilities.
 - 4.2.6.2. These procedures should be systemic.
- 4.3. The following have been identified (Coffey & Gemignani, 1994; Edgar et al., 1987; Maddox et al., 1984; Nelson, Rutherford & Wolford, 1987) as effective components in the transition of youth from the juvenile justice system to school.
 - 4.3.1. Interagency coordination
 - 4.3.2. Pre-placement joint planning
 - 4.3.3. Transfer of records prior to a student's move from one jurisdiction to another
 - 4.3.4. Specific pre-release programs (social skills, survival skills, independent living skills, pre-employment training, and law-related education).
- 4.4. Examples of effective programs in the transition of youth from the juvenile justice system to school.
 - 4.4.1. The Juvenile Corrections Interagency Transition Model (Webb, Maddox & Edgar, 1987).
 - 4.4.1.1. This model was designed to facilitate the transition of students to and from correctional facilities and public schools.
 - 4.4.1.2. The model gives step-by-step procedures for administrators, teachers, parents, and others to provide a planned transition for youth.
 - 4.4.1.3. Thirty-five strategies are presented in the following four areas:
 - 4.4.1.3.1. Awareness
 - 4.4.1.3.2. Transfer of Records
 - 4.4.1.3.3. Pre-Placement Planning
 - 4.4.1.3.4. Maintaining Placement and Communication
 - 4.4.1.4. Each section contains solutions with specific strategies that identify:
 - 4.4.1.4.1. What action is required
 - 4.4.1.4.2. Who should conduct the activity
 - 4.4.1.4.3. When the activity should be conducted
 - 4.4.1.5. The document also contains sample materials and evaluation forms.
 - 4.4.2. Kentucky Youth Assistance Alliance
 - 4.4.2.1. This partnership existed between Christian County, Henderson County, Jefferson County, the Office of Juvenile Justice, the Cabinet for Human Resources, the Kentucky Department of Education, the University of Kentucky, and the Kentucky Coalition for State Agency Children.
 - 4.4.2.2. The partnership found that 95% of adjudicated youth failed to make successful transitions to mainstream school.
 - 4.4.2.3. The objectives of the partnership were to:
 - 4.4.2.3.1. Establish a uniform system by which youth in juvenile justice or treatment facilities can return to school.
 - 4.4.2.3.2. Create a bridge coordinator position in each school district to facilitate the return of adjudicated youth to school.

- 4.4.2.3.3. Design an “educational passport” to facilitate information sharing across jurisdictions for returning students.
- 4.4.2.3.4. Recruit and train mentors for each returning student.
- 4.4.2.3.5. Monitor progress of returning students.
- 4.4.2.3.6. Provide alcohol/drug prevention education and other counseling and prevention support to youth and their families.
- 4.4.2.3.7. Offer support groups for juveniles who have witnessed violence.

5. Transition to Employment

5.1. Rationale for Providing Services to Juvenile Justice Youth Transitioning to Employment

- 5.1.1. There is very little research in the area of employment preparation and transition to employment for youth in the juvenile justice system (Coffey & Gemignani, 1994).
- 5.1.2. However, most of the youth in the juvenile justice system will not return to high school and graduate. Therefore, youth in the juvenile justice system need to be prepared for employment (Coffey & Gemignani, 1994).
- 5.1.3. Transition services do decrease the unemployment rate for individuals with disabilities (Sitlington, Clark & Kolstoe, 2000).

5.2. Coffey and Gemingani (1994) have identified the following fifteen practices as critical to the employment preparation for youth within the juvenile justice system.

- 5.2.1. Education programs afford students the opportunity to develop the skills and competencies identified as the “three-part foundation” by SCANS.
 - 5.2.1.1. Basic skills
 - 5.2.1.2. Thinking skills
 - 5.2.1.3. Personal qualities
- 5.2.2. Education programs afford students the opportunity to develop the “five workplace competencies” identified by SCANS.
 - 5.2.2.1. Use of resources
 - 5.2.2.2. Work productively with others on teams
 - 5.2.2.3. Acquire, organize, and use information
 - 5.2.2.4. Understand and utilize systems
 - 5.2.2.5. Use technology to perform specific tasks
- 5.2.3. Staff development opportunities that are made available to all education staff to ensure that they have adequate knowledge of the current and future labor market, its implication for education of youth, and how to incorporate new subject matter, skills, and techniques in their programs to enhance the employability of their students.
- 5.2.4. All students are assessed in terms of their current degree of “employability” and programs and strategies are built into their individual education plans to enhance their employability.
- 5.2.5. Students are made aware of the changing labor market and the components of “workplace know-how”, and are shown how this impacts on their academic and vocational preparation.
- 5.2.6. Teachers help students connect knowledge and skills to the workplace.

- 5.2.7. Students are given opportunities to apply knowledge in real-life situations or simulations, such as OJT, work experience, internships, apprenticeships, mentorships, or “shadowing” workers on a job.
- 5.2.8. The correctional education program teaches job finding and job keeping skills, in theory and practice, and stresses the work ethic.
- 5.2.9. All prevocational and vocational courses teach up-to-date skills and knowledge and use the tools, materials, and equipment currently in use in the labor market.
- 5.2.10. Students develop a portfolio, which includes credentials, work samples, work history, resume, letters of recommendation, relevant community service, and extra-curricular experiences.
- 5.2.11. Students with special needs are provided employment preparation programs and services; and curricula, instruction, and equipment are adjusted as appropriate.
- 5.2.12. Students have opportunities to receive counseling related to employment and/or employment preparation.
- 5.2.13. Transition programs, while encouraging and assisting students to go back to a school, include information and services for students moving directly into the labor market.
- 5.2.14. Interagency cooperative relationships are developed between the school and agencies and organizations in the community which provide skill development, on-the-job training, and job placement, in order to enhance programs and provide post-release linkages and support services for clients.
- 5.2.15. Partnerships are developed between the school and employers in the community in order to enhance current programs with support and enrichment and to provide post-release linkages and support for students.
- 5.3. Others have identified the following components as necessary to prepare youth for the transition to employment (Sitlington et al., 2000).
 - 5.3.1. Occupational awareness
 - 5.3.1.1. Information needs of the individual
 - 5.3.1.1.1. The personal values encountered through work
 - 5.3.1.1.2. The societal values encountered through work
 - 5.3.1.1.3. The remunerative aspects of work
 - 5.3.1.1.4. Occupational opportunities available locally
 - 5.3.1.1.5. Sources of occupational information
 - 5.3.1.1.6. Occupational needs
 - 5.3.1.1.7. Occupational interests
 - 5.3.1.1.8. Occupational aptitudes
 - 5.3.1.1.9. The requirements and demands of appropriate and available jobs
 - 5.3.1.2. Competencies
 - 5.3.1.2.1. The importance of following directions, working cooperatively with others, accepting supervision, good attendance and punctuality, meeting demands of quality work, and occupational safety
 - 5.3.1.2.2. The process of searching for a job
 - 5.3.1.2.3. The process of applying for a job
 - 5.3.1.2.4. The process of interviewing for a job
 - 5.3.1.2.5. The behaviors expected in competitive standards on a job

- 5.3.1.2.6. The behaviors necessary to maintain post school occupational adjustment
- 5.3.2. Employment-related knowledge and skills
 - 5.3.2.1. Each school must decide what is to be taught in this area.
 - 5.3.2.2. It should include a scope and sequence curriculum.
- 5.3.3. Specific vocational knowledge and skills
 - 5.3.3.1. The Secretary's Commission on Achieving Necessary Skills (SCANS) Report identifies specific vocational knowledge and skills needed.
 - 5.3.3.1.1. Foundational skills
 - 5.3.3.1.1.1. Basic skills (reading, writing, arithmetic/mathematics, listening, and speaking).
 - 5.3.3.1.1.2. Thinking skills (creative thinking, decision making, problem solving, conceptualizing, knowing how to learn, and reasoning).
 - 5.3.3.1.1.3. Personal qualities (responsibility, sociability, self-esteem, self-management, and integrity/honesty).
 - 5.3.3.1.2. Workplace competencies
 - 5.3.3.1.2.1. Use of resources, such as time, money, materials, space, and staff
 - 5.3.3.1.2.2. Work productively with others on teams
 - 5.3.3.1.2.3. Acquire, organize, and use information
 - 5.3.3.1.2.4. Understand and utilize systems
 - 5.3.3.1.2.5. Use technology to perform specific tasks.
 - 5.3.3.2. The Job Training Partnership Act (JTPA) also identifies youth employment competencies.
- 5.3.4. Job placement and supervision includes the following steps (Sitlington et al., 2000)
 - 5.3.4.1. Assessment of the student
 - 5.3.4.2. Conference with the student
 - 5.3.4.3. Initial contact with the training sponsor
 - 5.3.4.4. Analysis of the work site
 - 5.3.4.5. Meeting to obtain the training station
 - 5.3.4.6. Student interview with the training sponsor
 - 5.3.4.7. Meeting to explain the role of the coordinator and training sponsor and the training agreement
 - 5.3.4.8. Meeting to develop and discuss the training plan
 - 5.3.4.9. Ongoing training of the student
 - 5.3.4.10. Continuing evaluation of the student
 - 5.3.4.11. Modification of the training program based on ongoing evaluation
- 5.3.5. Job training can be broken down into the following steps for youth with disabilities (Callahan, 1992).
 - 5.3.5.1. Determine the method in which the task or routine is typically performed in the natural setting.
 - 5.3.5.2. Decide on the content steps into which the job would be divided for the purpose of teaching a typical employee in that setting.

- 5.3.5.3. Develop training and motivating strategies, taking into account the teaching, support, enforcement, and interaction approaches identified in the natural work setting.
- 5.3.5.4. Train the employee in the actual skills in the setting in which they will be used, and collect data as unobtrusively as possible.
- 5.3.5.5. Redo the training and motivating strategies, based on the individual's needs and learning style.
- 5.3.5.6. Break problem steps into smaller, more teachable steps.
- 5.3.5.7. When needed, consider a different way of performing the task than is typical in the setting.

5.4. Vocational Education

5.4.1. Vocational education is defined as, "part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers, technicians, or subprofessionals, in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree" (American Vocational Association, 1998).

5.4.2. Vocational education can be divided into seven occupational areas:

- 5.4.2.1. Agriculture
- 5.4.2.2. Business and office
- 5.4.2.3. Health occupations
- 5.4.2.4. Marketing
- 5.4.2.5. Family and consumer sciences
- 5.4.2.6. Trade and industry
- 5.4.2.7. Technology

5.4.3. Vocational Education can be offered at:

- 5.4.3.1. General high schools
- 5.4.3.2. Comprehensive high schools
- 5.4.3.3. Vocational technical centers and career academies

6. Transition to the Community

6.1. Rationale for providing services to juvenile justice youth transitioning to the community

6.1.1. The transition of youth with disabilities to the community from the juvenile justice system is not only an outcome-oriented process, it is also a multidimensional service delivery system (Halpern, 1994; Sitlington et al., 2000)

6.1.2. However, this service delivery system, in many places, is not coordinated to assist youth with disabilities transition from the juvenile justice system to the community successfully.

6.1.3. Coordination of this service delivery system can only be accomplished through interagency collaboration and cooperation (Cook, 1990).

6.1.3.1. Collaboration and cooperation

6.1.3.1.1. Although there is no model for developing effective collaborative relationships, organizations must meet the following conditions before entering into collaborative relationships (Cook, 1990).

6.1.3.1.1.1. Dissatisfaction with the status quo

- 6.1.3.1.1.2. A vision of the desired state
- 6.1.3.1.1.3. Identification of all stakeholders
- 6.1.3.1.2. Additional guidelines for developing collaborative relationships include (Cook, 1994; Lieberman, 1986):
 - 6.1.3.1.2.1. Existing organizational structures should be used.
 - 6.1.3.1.2.2. Sufficient time should be allotted for collaboration.
 - 6.1.3.1.2.3. Initial goals should focus on activities.
- 6.1.3.1.3. Effective collaboration includes the following (Cook, 1990; Johnson, Brunicks, & Thurlow, 1987)
 - 6.1.3.1.3.1. A shared philosophy.
 - 6.1.3.1.3.2. Written guidelines that delineate roles and responsibilities, sharing of resources, expenditure of funds, and interagency agreements.
 - 6.1.3.1.3.3. Voluntary participation.
 - 6.1.3.1.3.4. Cross-agency training.
 - 6.1.3.1.3.5. Assignment of a lead person from each agency.
- 6.1.3.2. Elimination of obstacles to effective collaboration and cooperation should include the following steps (Cook, 1990):
 - 6.1.3.2.1. Exchange of information related to legislative mandates, types of services provides, eligibility requirements, and agency planning procedures.
 - 6.1.3.2.2. Staff development within and across agencies.
 - 6.1.3.2.3. Restructuring to eliminate duplication of services across agencies.
 - 6.1.3.2.4. Joint planning.
- 6.2. Successful transition to the community includes training and/or support in the following areas:
 - 6.2.1. Independent living
 - 6.2.1.1. Independent residence
 - 6.2.1.2. Residing with parents
 - 6.2.1.3. Foster care
 - 6.2.1.4. Supported living
 - 6.2.1.5. Group home
 - 6.2.2. Daily living skills
 - 6.2.2.1. Budgeting
 - 6.2.2.2. Health and hygiene
 - 6.2.2.3. Transportation
 - 6.2.3. Personal relationships
 - 6.2.3.1. Family/Parents
 - 6.2.3.1.1. Parent Training
 - 6.2.3.1.1.1. For disability related issues
 - 6.2.3.1.1.2. For mental health related issues
 - 6.2.3.1.1.3. For involvement in the special education/IEP process
 - 6.2.3.1.2. Frequency of contact
 - 6.2.3.1.3. Satisfaction of relationships
 - 6.2.3.2. Significant other
 - 6.2.3.2.1. Stability of relationship

- 6.2.3.2.2. Absence of abuse
- 6.2.3.3. Children
 - 6.2.3.3.1. Parenting skills
 - 6.2.3.3.2. Child care
 - 6.2.3.3.3. Absence of abuse and neglect
- 6.2.3.4. Peers
 - 6.2.3.4.1. Negative associations vs. positive associations
 - 6.2.3.4.2. Satisfaction of friendships
- 6.2.4. Community resources
 - 6.2.4.1. Religious resources
 - 6.2.4.2. Clubs and organizations
 - 6.2.4.3. Volunteer organizations
- 6.2.5. Health and fitness
 - 6.2.5.1. Safety skills
 - 6.2.5.2. Substance abuse prevention and maintenance
 - 6.2.5.3. Sex education and birth control
 - 6.2.5.4. Physical fitness
- 6.2.6. Leisure and recreation
- 6.2.7. Related service providers
 - 6.2.7.1. Assistance programs
 - 6.2.7.1.1. Welfare
 - 6.2.7.1.2. AFDC
 - 6.2.7.1.3. Social Security
 - 6.2.7.1.4. Mental Health
 - 6.2.7.1.5. Unemployment
 - 6.2.7.2. Counseling
 - 6.2.7.2.1. Anger management
 - 6.2.7.2.2. Stress management
 - 6.2.7.2.3. Substance abuse (AA, CA, etc.)

7. Transition Services and the Individualized Education Plan

7.1. The following documentation must appear in the IEP for students age 14 (or younger when appropriate) and older who are receiving transition services.

- 7.1.1. A statement of transition service needs of the student by age 14.
- 7.1.2. A statement of the needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages by age 16, or younger if appropriate.
- 7.1.3. A coordinated set of activities that are designed through an outcome oriented process, that promotes movement from school to post-school activities that includes:
 - 7.1.3.1. Post-secondary education
 - 7.1.3.2. Vocational training
 - 7.1.3.3. Integrated employment (including supported employment)
 - 7.1.3.4. Continuing and adult education
 - 7.1.3.5. Adult services
 - 7.1.3.6. Independent living
 - 7.1.3.7. Community participation.

- 7.1.4. Transition services are based on the student's needs, taking into account the student's preferences and interests.
 - 7.1.5. Transition services must include:
 - 7.1.5.1. Instruction
 - 7.1.5.2. Related services
 - 7.1.5.3. Community experiences
 - 7.1.5.4. The development of employment and other post-school adult living objectives
 - 7.1.5.5. If appropriate, acquisition of daily living skills and functional vocational evaluation.
 - 7.1.6. Document present level of performance, goals, and objectives or plan for provision of services, relating to outcomes.
 - 7.1.7. Beginning at least one year before a student reaches the age of majority, the student's IEP must include a statement that the student has been informed of his or her rights, under Part B of the Act, if any, that will transfer to the student on reaching the age of majority.
 - 7.2. The following documentation must be maintained to verify compliance with IDEA transition requirements.
 - 7.2.1. Documentation that the student was invited to attend the IEP meeting.
 - 7.2.2. If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
 - 7.2.3. Documentation that representatives from agencies which could be responsible for providing for or paying for transition services were invited to the IEP meeting.
 - 7.2.4. If any agency invited to send a representative to a meeting did not do so, document steps taken to obtain participation of that agency in the planning of any transition services.
 - 7.2.5. For a student with a disability, beginning at age 14, or younger, if appropriate, the parental notification of the IEP meeting must indicate that a purpose of the meeting will be the development of a statement of the transition services needs. The notice must also indicate that the student has been invited to attend.
 - 7.2.6. For a student with a disability, beginning at age 16, or younger, if appropriate, the parental notice must indicate that the purpose of the meeting is the consideration of needed transition services for the student. The notice must also indicate that the student has been invited to attend, as well as identify any other agency that will be invited to send a representative.
 - 7.2.7. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
8. Assessment of Transition Services
- 8.1. Issues in the Assessment of Transition Services
 - 8.1.1. There are several different ways to assess transition services.
 - 8.1.1.1. Most assessments focus on youth outcomes in the area of school, employment, and/or community.

- 8.1.1.2. However, some focus on the administration of the services themselves (Edgar et al., 1987).
- 8.1.2. The way in which transition is assessed will depend on how successful transition is defined. As Halpern (1985) points out, successful transition of a student in one area, such as employment, is not correlated with success in other areas like education.
- 8.1.3. The following represents individual variables with which a transition program could be assessed in the areas of administration, education, employment, community, recidivism.
- 8.2. Administrative Based Assessment (Harris, 1995; Wolford, Janssen, Bowling & Miller, 1988).
 - 8.2.1. Do you have a transition program?
 - 8.2.1.1. How long have you had a transition program?
 - 8.2.1.2. Do you have specific staff positions assigned to provide transition services?
 - 8.2.1.2.1. What is the title of this position?
 - 8.2.1.2.2. What are the educational requirements for this position?
 - 8.2.1.2.3. Is teaching certification required for this position?
 - 8.2.1.2.4. What prior work experience is preferred for this position?
 - 8.2.2. Do you have written policies or procedures for your transition program?
 - 8.2.2.1. Are these policies or procedures written at the school level?
 - 8.2.2.2. Are these policies or procedures written at the agency level?
 - 8.2.2.3. Are these policies or procedures written at the state level?
 - 8.2.3. Do you have written policies or procedures for the transfer of youth's academic records to or from the correctional facility to the public/alternative school?
 - 8.2.3.1. When are school records typically received from the public/alternative school?
 - 8.2.3.1.1. Before youth arrives
 - 8.2.3.1.2. Same time youth arrives
 - 8.2.3.1.3. After youth arrives
 - 8.2.3.1.4. Only if requested
 - 8.2.3.1.5. Never
 - 8.2.3.2. When are school records typically sent to the public/alternative school?
 - 8.2.3.2.1. Before youth arrives
 - 8.2.3.2.2. Same time youth arrives
 - 8.2.3.2.3. After youth arrives
 - 8.2.3.2.4. Only if requested
 - 8.2.3.2.5. Never
 - 8.2.4. What data are collected from your transition program?
 - 8.2.4.1. School related data
 - 8.2.4.2. Employment related data
 - 8.2.4.3. Community related data
 - 8.2.4.4. Recidivism related data
 - 8.2.5. How is your transition program funded?
 - 8.2.5.1. State funds
 - 8.2.5.2. Federal funds

- 8.2.6. Do you have a transition-based curriculum?
 - 8.2.6.1. What are the components of the curriculum?
 - 8.2.6.1.1. Academic skills
 - 8.2.6.1.2. Employment skills
 - 8.2.6.1.3. Life skills
 - 8.2.6.1.4. Independent living skills
 - 8.2.6.1.5. Social skills
 - 8.2.6.1.6. Other
 - 8.2.6.2. Is the transition-based curriculum integrated throughout the regular curriculum?
- 8.2.7. How are student's transition needs assessed?
 - 8.2.7.1. Academic assessment
 - 8.2.7.2. Employment assessment
 - 8.2.7.3. Community assessment
 - 8.2.7.4. Other
- 8.2.8. Is transition to school or work a condition of release from the correctional institution?
- 8.3. School Based Assessment
 - 8.3.1. School Attendance
 - 8.3.1.1. Is the youth enrolled in an educational program (including public school, alternative school, charter school, vocational programs, GED preparation, community college, college, etc.)?
 - 8.3.1.2. Is the youth attending regularly?
 - 8.3.2. Academic Performance
 - 8.3.2.1. Is the youth passing?
 - 8.3.2.2. Did the youth graduate?
 - 8.3.2.3. Did the youth receive any certification?
 - 8.3.3. School Behavior
 - 8.3.3.1. Has the youth been suspended or expelled?
 - 8.3.3.2. Reasons for suspension or expulsion
- 8.4. Employment Based Assessment
 - 8.4.1. Job Search Skills
 - 8.4.1.1. How many jobs has the youth applied for?
 - 8.4.1.2. How many interviews has the youth had?
 - 8.4.2. Employment
 - 8.4.2.1. Full-time
 - 8.4.2.2. Part-time
 - 8.4.2.3. Length of employment
 - 8.4.2.4. Employment evaluations
 - 8.4.3. Wages
 - 8.4.3.1. Minimum wage
 - 8.4.3.2. Greater than minimum wage
 - 8.4.4. Job Satisfaction
 - 8.4.4.1. Satisfied
 - 8.4.4.2. Dissatisfied
 - 8.4.5. Employment Termination

- 8.4.5.1. How many jobs has the youth had?
- 8.4.5.2. Why did the youth leave the job?
 - 8.4.5.2.1. Quit
 - 8.4.5.2.2. Fired
 - 8.4.5.2.3. Laid Off
 - 8.4.5.2.4. Promotion
- 8.5. Community Based Assessment
 - 8.5.1. Living Arrangements
 - 8.5.1.1. Where is the youth living?
 - 8.5.1.2. Was this living arrangement part of youth's transition or parole plan?
 - 8.5.1.3. How many times has youth moved since release?
 - 8.5.2. Daily Living Skills
 - 8.5.2.1. Does the youth know how to prepare a budget?
 - 8.5.2.2. Does the youth have good hygiene?
 - 8.5.2.3. Does the youth know how to use public transportation?
 - 8.5.3. Personal Relationships
 - 8.5.3.1. Does youth have a boyfriend/girlfriend or spouse?
 - 8.5.3.1.1. Stability of relationship?
 - 8.5.3.1.2. Absence of abuse?
 - 8.5.3.2. Does youth have children?
 - 8.5.3.2.1. Who do the children live with?
 - 8.5.3.2.2. Absence of abuse?
 - 8.5.3.3. Does youth have friends?
 - 8.5.3.3.1. Frequency of contact?
 - 8.5.3.3.2. Satisfaction of friendships?
 - 8.5.3.4. Does youth have a relationship with family?
 - 8.5.3.4.1. Frequency of contact?
 - 8.5.3.4.2. Satisfaction of relationships?
 - 8.5.4. Community Resources
 - 8.5.4.1. Is the youth involved in religion?
 - 8.5.4.2. Is the youth involved in any clubs or organizations?
 - 8.5.4.3. Is the youth volunteering?
 - 8.5.5. Health and Fitness
 - 8.5.5.1. Is youth taking prescribed medication?
 - 8.5.5.2. Does youth have a doctor/dentist?
 - 8.5.5.3. Substance abuse?
 - 8.5.5.4. Sexual abuse?
 - 8.5.5.5. Sexual promiscuity?
 - 8.5.5.6. Exercise?
 - 8.5.6. Leisure and Recreation
 - 8.5.6.1. How does youth spend free time?
 - 8.5.6.2. Have any of youth's friends gotten in trouble with the law?
 - 8.5.7. Related Service Providers
 - 8.5.7.1. Is youth receiving public assistance?
 - 8.5.7.1.1. Welfare
 - 8.5.7.1.2. AFDC

- 8.5.7.1.3. Social Security
- 8.5.7.1.4. Unemployment
- 8.5.7.2. Is youth attending counseling?
 - 8.5.7.2.1. Anger management
 - 8.5.7.2.2. Stress management
 - 8.5.7.2.3. Substance abuse
- 8.6. Recidivism Based Assessment
 - 8.6.1. Has youth violated probation or parole?
 - 8.6.2. Has a warrant been issued for the youth?
 - 8.6.3. Has the youth received new charges?
 - 8.6.4. Has the youth been reincarcerated?

9. Transition Resources

9.1. National Resources

9.1.1. U. S. Department of Education

- 9.1.1.1. Office of Correctional Education (202) 205-5621
- 9.1.1.2. Office of Special Education Programs
- 9.1.2. Office of Juvenile Justice & Delinquency Prevention
- 9.1.3. The National Center on Education, Disability, and Juvenile Justice (301) 405-6462
- 9.1.4. The Center for Law and Education (202) 986-3000
- 9.1.5. The Center on Juvenile & Criminal Justice (202) 678-9282
- 9.1.6. National Juvenile Detention Association (606) 622-6259
- 9.1.7. Correctional Education Association (301) 918-1915
- 9.1.8. Council of Administrators of Special Education (505) 243-7622
- 9.1.9. Youth Law Center (415) 543-3379
- 9.1.10. Training Resource Center (606) 622-1498

9.2. Local Resources

- 9.2.1. State Department of Education
- 9.2.2. State Department of Juvenile Justice
- 9.2.3. State Universities

9.3. Transition Reference List (attached)

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