

# **Research Based Needs Assessment for Youth with Disabilities in the Juvenile Justice System: Part 1**

## **Instructions to Interviewer:**

This needs assessment was developed to determine the extent to which transition plans are developed and implemented for youth with disabilities in the juvenile justice system. The questions that follow are intended to be asked in an interview type format with youth who will be released from a secure care facility within the next 30 days. Many of the youth will not be familiar with the education or transition terms used throughout the needs assessment, therefore some “coaching” may be necessary on the part of the interviewer.

For example, you may begin by asking the youth what he/she is going to do when released, or if anyone has met with him/her to talk about what he/she will do when released. This discourse can then lead into the following questions about who was involved, what was decided, etc.

## **I. Transition Planning – the questions in this area addresses how well institutions communicate transition objectives to students and student’s perceptions of transition planning.**

1. Do you know what a Transition Plan is? Do you know what a Transition Plan is supposed to do for you?
2. Do you have a Transition Plan?
3. Do you know what your Transition Plan says?
4. Did you help create your Transition Plan?
5. Does your Transition Plan outline the things you need to do before you are released?
6. What are the things you need to do before you are released?
7. Does your Transition Plan outline what you need to do after you are released?
8. Does your Transition Plan identify specific people or resources for you to contact in the community?
9. Who are the people you will contact in the community? (teachers, counselors, po, vocational personnel, support groups, etc.)
10. Has your Transition Plan ever been changed or updated?
11. Do you feel you can reach the goals in your Transition Plan?

**II. Education – the questions in this area address how well students are moving from an institution to school and may unveil some of the barriers that may make this transition unsuccessful.**

1. Does your Transition Plan state that you will go to school?
2. If yes – where? (high school, alternative school, community college, charter school, vocational school, GED prep)
3. Have you been to that school before?
4. Do you want to attend that school?
5. Do you think you will have problems going to school? Why?
6. What three things could the institution do to help you get back to school and stay in school?

**III. Employment – the questions in this area address how well students are moving from an institution to work and will unveil some of the barriers that may make this transition unsuccessful.**

1. Does your Transition Plan state that you will get a job?
2. Do you know where to go to get a job?
3. Do you have the skills you need to get the job you want?
4. Have you ever had a legal, paying job?
5. Do you think you will have problems getting a job? Why?
6. What three things can the institution do to help you get a job or keep a job?

Developed from:

Benz, M. R. & Halpern, A. S. (1993). Vocational and transition services needed and received by students with disabilities during their last year of high school. Career Development for Exceptional Individuals, 16, 197-211.

Coffey, O. D., & Gemignani, M. G. (1994). Effective practices in juvenile correctional education: A study of the literature and research, 1980-1992. Washington, DC: U.S. Department of Justice. The National Office for Social Responsibility.

Wisniewski, L. A., Alper, S., & Schloss, P. (1991). Work-experience and work-study programs for students with special needs: Quality indicators of transition services. Career Development for Exceptional Individuals, 14, 43-57.

## **Research Based Needs Assessment for Youth with Disabilities in the Juvenile Justice System: Part 2**

(For Re-offenders Upon Re-commitment)

- I. Transition Planning – the questions in this area will identify problems in transition planning that lead to re-commitment.
- II. Education – the questions in this area will identify the barriers that may have made transition unsuccessful in this area.
- III. Employment – the questions in this area will identify the barriers that may have made transition unsuccessful in this area.

Developed from:

Benz, M. R. & Halpern, A. S. (1993). Vocational and transition services needed and received by students with disabilities during their last year of high school. Career Development for Exceptional Individuals, 16, 197-211.

Coffey, O. D., & Gemignani, M. G. (1994). Effective practices in juvenile correctional education: A study of the literature and research, 1980-1992. Washington, DC: U.S. Department of Justice. The National Office for Social Responsibility.

Wisniewski, L. A., Alper, S., & Schloss, P. (1991). Work-experience and work-study programs for students with special needs: Quality indicators of transition services. Career Development for Exceptional Individuals, 14, 43-57.