

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

Instructional Design Specifications

Program: EDJJ Professional Development Series

Competency: Upon completion of Module 8, 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. 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 Modules 1 through 7 before beginning training in Module 8.

Introduction

This module is one in a series of training packages that have been designed for working with students with disabilities in a correctional setting; it focuses on transition for students with disabilities.

Objectives

The following module is organized in a manner that provides a general outline of information related to transition services for youth with disabilities in the juvenile justice system. While the module should provide sufficient information for the instructor, additional reading or supplemental material may be provided. Material may be presented in a variety of ways including lecture and discussion. Classroom instruction should be supplemented with real life anecdotes and elaboration by the instructor and participants. Following each section, it is suggested that the mode of instruction be adjusted to maintain participant interest. For example, following a lecture on the components of an effective transition plan, participants may work together to develop a transition plan.

Additionally, no time frames are provided to the instructor. This module will serve a variety of purposes for the instructor. While participants would develop a more comprehensive understanding of instructional methods and strategies through exposure to the entire module, it is understandable that time constraints may limit this possibility. The instructor may wish to separate the module into various timed sessions depending on activities, assignments, and personal experiences planned, completed, or discussed. Upon completion of instruction of this content, participants will be able to accomplish the following objectives.

- (1) Participants will be able define transition, verbally or in writing, and identify different philosophies and theories about transition.

- (2) Participants will be able to describe the importance of effective transition services and the role it plays in special education and the juvenile justice system.
- (3) Participants will be able to identify specific legislation that effects transition services for youth with disabilities, including Section 504 of the Rehabilitation Act of 1973, The Education for All Handicapped Children Act of 1975, The 1984 Amendments to the Education for All Handicapped Children Act, The Americans with Disabilities Act of 1990, The Individuals with Disabilities Education Act of 1990, The Goals 2000: Educate America Act of 1993, The School-to-Work Opportunities Act of 1994, and The Individuals with Disabilities Education Act Amendments of 1997.
- (4) Participants will be able to list effective practices for transition from research in neglected and delinquent youth, correctional education, and correctional special education.
- (5) Participants will be able to delineate the components for successful transition to school.
- (6) Participants will be able to delineate those components that provide for successful transition to employment.
- (7) Participants will be able to list those elements that help assist individuals with disabilities in making successful transitions to the community.
- (8) Participants will be able to describe the transition components that should be included in the Individualized Education Plan (IEP).
- (9) Participants will be able to describe how to assess transition services.
- (10) Participants will be able to list local and national transition resources.

Participant Activities/Assessments

The following activities are provided in order for participants to exhibit their knowledge. An equally important goal is for participants to have experience applying the information within a situation that is guided by the instructor and supported by fellow participants. The use of guided practice and collaborative work encouraged within these activities/assessments is consistent with effective instructional strategy. Naturally, the instructor is encouraged to modify the activities/assessments to meet the needs of the group and the time allotted. Participants should be made fully aware of expectations regarding activities and assessments at the onset of the training program.

- (1) Describe verbally or in writing the rationale for transition services. Present this information in a small group and discuss why different philosophies and theories on transition may exist.
- (2) List all personnel who could be involved in providing transition services (youth, parent, transition specialist, regular education teacher, special education teacher, parole officer, caseworker, public school personnel, residential treatment staff). Assign each participant a specific role and have all participants discuss the transition processes from their assigned perspective. How can different personnel work together?
- (3) Describe verbally several pieces of legislation that effected transition services for youth with disabilities. Visit the U. S. Department of Education or Congressional website to learn when this legislation was introduced, by whom, and when it was passed. These are accessed online at <http://www.ed.gov> for the U.S Department of

Education; for the Senate, <http://www.senate.gov/>; for the house, <http://www.house.gov>.

- (4) List the effective practices for transition from research in neglected and delinquent youth, correctional education, and correctional special education. In small groups, discuss the common themes in this research.
- (5) List the components suggested for successful transition to school. Brainstorm any additional components. Discuss which components are the most essential. Write a transition plan focused on movement to school.
- (6) List the components suggested for successful transition to employment. Discuss additional barriers or obstacles to successful employment. Write a transition plan focused on movement to work.
- (7) List the components suggested for successful transition to the community. Brainstorm how transition personnel could involve families more in the transition process. Write a transition plan integrating school, work, and the community.
- (8) Review several completed IEP. Identify the transition components of each of these IEPs. What are the strengths/weaknesses of each IEP in terms of transition? Rewrite transition components of IEPs.
- (9) Discuss how transition services are assessed. Determine an effective assessment process for your local school or system.
- (10) List several local and national transition resources. Visit their websites. Which are the most useful?

Transparencies

This transparency presentation summarizes the content of this module. It does not include all the information contained within this module and should be used to supplement its implementation.

Transparency 1

Definition of Transition

Transition is defined as “a coordinated set of activities for a student, designed within an outcome-oriented process, which promote movement from school to postschool activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing education, adult services, independent living, and community participation.”

Transparency 2

Transition Related Legislation

- Section 504 of the Rehabilitation Act of 1973
- The Education for All Handicapped Children Act of 1975 (P.L. 94-142)
- The 1984 Amendments to the Education for All Handicapped Children Act (P.L. 98-199)
- The Americans with Disabilities Act of 1990
- The Individuals with Disabilities Education Act of 1990 (P.L. 101-476)
- The Goals 2000: Educate America Act of 1993 (P.L. 103-227)
- The School-to-Work Opportunities Act of 1994 (P.L. 103-239)
- The Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17)

Transparency 3

Effective Practices in Correctional Education

- Effective transitional services include the following components: interagency coordination, preplacement 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.
- A variety of specific educational prerelease programs are provided such as social skills, survival skills, independent living skills, preemployment training, and law-related education.
- 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.
- External resources (such as speakers, tutors, mentors, vocational trainers, substance abuse counselors, employers, volunteers, and job counselors) are tapped.
- Special funds are earmarked for transition and support services, including additional Chapter I Neglected or Delinquent funding.
- Students in correctional education programs have access to a comprehensive library with an interlibrary loan program that contains a variety of materials related to transition and support services and reflect the varied and multicultural interests and needs of the students.
- Interagency awareness of clients' needs and one another's services are developed through interagency administrators' meetings, interagency inservice training, and correctional institution and community school visits.

- Procedures and interagency agreements are developed to ensure that students' records are transferred in a timely fashion between the releasing and the receiving institutions in order for preplacement decisions to be made.
- 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 IEPs and those potentially in need of and eligible for special education and related services.
- An IEP is developed for each student that includes transitional services and goals.
- 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.
- Students are scheduled and preregistered prior to their reentry into community schools. If possible, students attend such preregistration.
- 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.
- 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.
- A system is developed for periodic evaluations of the transition program and all of its components (Coffey & Gemignani, 1994).

Transparency 4

Effective Practices in Transition to School

- Awareness
- Eligibility Criteria
- Exchange of Information
- Program Planning Before Transition
- Feedback After Transition
- Written Procedures

Transparency 5

Effective Practices in Transition to Employment

- Occupational Awareness
- Employment-related Knowledge and Skills
- Specific Vocational Knowledge and Skills
- Job Placement and Supervision
- Job Training

Transparency 6

Effective Practices in Transition to the Community

- Independent Living
- Daily Living Skills
- Personal Relationships
- Community Resources
- Health and Fitness
- Leisure and Recreation
- Related Service Providers

Transparency 7

Transition and the IEP

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

- A statement of transition service needs of the student by age 14
- 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 when appropriate.
- A coordinated set of activities that are designed through an outcome oriented process that promotes movement from school to postschool activities and that includes:
 1. Base the transition services on the student's needs, taking into account the student's preferences and interests.
 2. Document present level of performance, goals, and objectives or plan for provision of services relating to outcomes.
 3. 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.

Transparency 8

Assessment of Transition Services

- Administrative Based Assessment
- School Based Assessment
- Employment Based Assessment
- Community Based Assessment
- Recidivism Based Assessment