

Families Matter!

Best Practice in Juvenile Justice Practice

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Resources for More Detail



Ways for involving families as students move in and out of juvenile justice institutional placements, with emphasis on varying issues and strategies based on different perspectives for all involved
<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200611a.asp>



Two components - Information specifically for parents and families including tips for working with correctional education and guidance for administrators about to present this to families and customize it for their school or program.
<http://www.neglected-delinquent.org/nd/resources/spotlight/familyGuide2008.asp>



A family's needs for information and support change as their child progresses through the system. At each stage, there are specific things juvenile justice administrators and policymakers can do to facilitate effective family involvement.
<http://www.ncmhij.com/pdfs/publications/Family.pdf>



Youth WANT their Families involved

- “Family support is a strong issue, and they have to be involved in the treatment.”
- “There should be some information for the parents to encourage them to want to be involved.”
- “If the child gives up the parent ... needs to want it for them. It’s sad to see the parent give up.”

Blamed and Ashamed: the treatment experiences of youth with co-occurring substance abuse and mental health disorders and their families
Federation of Families for Children’s Mental Health

Don't Wait for Transition to Engage Families

Children and Youth Don't Exist in Isolation

"If we are really going to keep families safe, we need to do that in the context of communities and family."

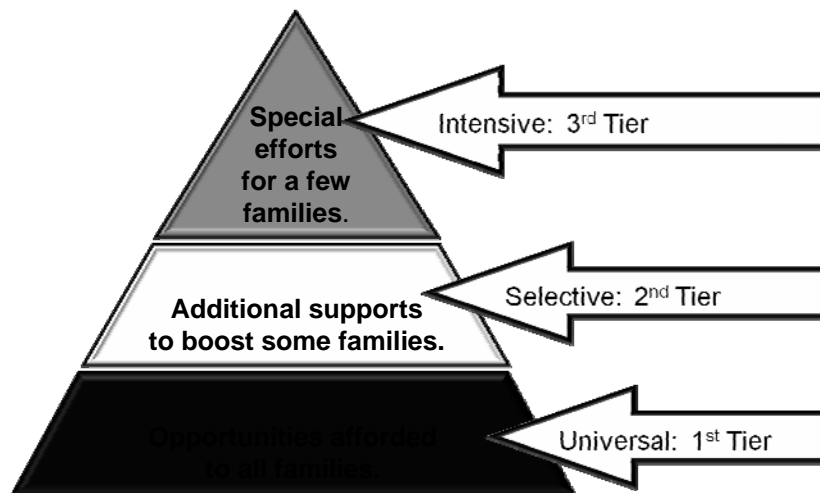
Viola P. Miller, Commissioner
Tennessee Department of Children's
Services

Families matter to Children who are in trouble or in danger

"Even families under scrutiny from state agencies can help make positive decisions for their children."

Lynette Clemetson "Giving Troubled Families a Say in what's Best for the Children" in The New York Times
December 16, 2006

3-Tier Model for Engaging Families



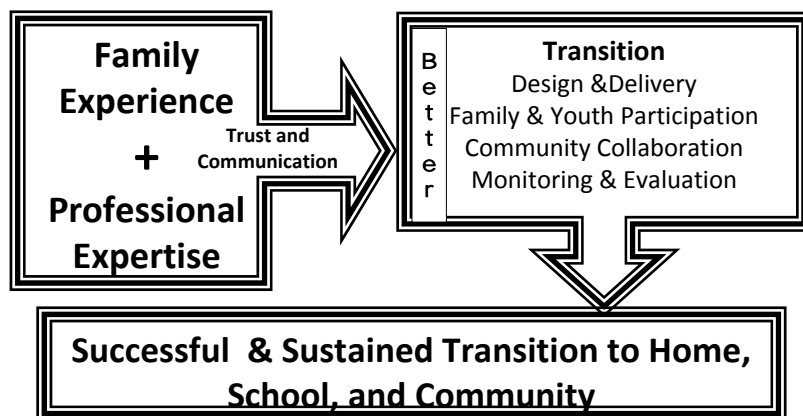
Look in the Guide for about this model – see page 9

Take Advantage of Family Visits

- Give tours of the school or program on visiting day.
- Open a family resource center on the premises where:
 - Families can pick up information relevant to their child’s program, education, and transition to the community;
 - Teachers can explain the curriculum and what students have been working on.
- Display samples of student work in the visiting area.
- Give each student a packet of their recent work and coach them to review it with their family on visiting day.

Look in the Guide for strategies that families say work – page 11 and what administrators say is working in their facilities – see page 14

Collaborative partnership



What Kind of Transition Do Families Want?

- A high-quality education – not simply one that pushes all students toward a GED regardless of their abilities and goals
- Services and supports that enable children and youth to thrive in **THEIR** home and community
- Social skills training that carries over into **THEIR** home and community life
- Effective and culturally appropriate professional other community services to address mental and physical health needs and substance abuse

9

Suggestions for Smooth Transition Home

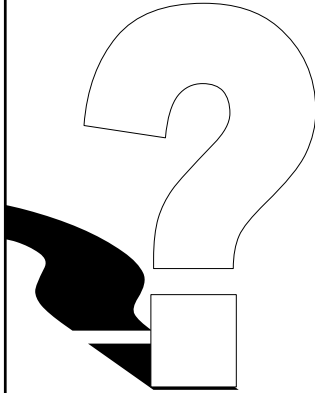
- Plan for transition from the day the student enters the program & include the family from the start
- Include services the family will need to support their child at home
- Help the family gather necessary information and documents
- Help the family develop relationships with their community school and other services **BEFORE** the student makes the transition
- Help the family prepare for court appearances



Look in the Guide for strategies that families say work – page 11 and administrators say are working in their facilities – see page 14

10

Ultimate Questions



If this were your child:

- What would you be looking for?
- How would you like to be treated?
- What outcomes would you be satisfied with?