

Providing Appropriate Services and Instruction to Youth in Secure Care

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Agenda

Joe

- Curriculum
- Unique attributes of students and setting
- *Guideposts for Success*

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- Effective mathematics instruction

David

- Effective literacy instruction

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Curriculum

- Appropriate educational services for incarcerated youth have are an important element of successful transition into society (Foley, 2001; Nelson, Leone, & Rutherford, 2004)

- No Child Left Behind Act (2002):
 - Provide all youth with a “fair, equal, and significant opportunity to obtain a high-quality education” (Sec. 101)

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Curriculum

- IDEA (2004) requires that services be designed and delivered to provide **access to and progress in the general education curriculum** (Cortiella, 2006)

- The assumption:
 - Providing all students with access to the general education curriculum will prepare students for life after exiting school (National Center on Secondary Education and Transition, 2004)

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Curriculum

- Access to the general education curriculum may run counter to IDEA regulations that call for individualized educational experiences for youth with disabilities (Hardman & Dawson, 2008)

- IDEA
 - “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services **designed to meet their unique needs** and prepare them for further education, employment, and independent living” (2004, P. L. 108-446 Sec. 682 (d)(1)(A))

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Curriculum

- Preparations for future success and integration into society and access to the general education curriculum are not necessarily mutually exclusive

- Youth with disabilities who graduate with a diploma are more likely to be employed full time and live above the poverty level (Bureau of Labor Statistics, 2001)

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Curriculum

- Many experts consider that education for youth in JC schools should include access to the general education curriculum, as well as
 - pre-vocational and vocational training,
 - paid work experience, and
 - General Educational Development (GED) test preparation

(Carter, Lane, Pierson, & Glasser, 2006; Lane & Carter, 2006; Nelson et al., 2004; Rutherford, Quinn, Leone, Garfinkel, & Nelson, 2002)

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Curriculum

- The dilemma of access versus individualization is complicated by the characteristics of these secure settings and the students
- A lack of oversight has led to a situation in which JC schools have one of the worst records of adhering to federal special education requirements (Browne, 2003; Coffey & Gemignani, 1994; Leone, 1994)

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Curriculum

- Some view the emphasis on state tests as restrictive of student access to alternative, and potentially more meaningful educational experiences (e.g., Platt, Casey, & Faessel, 2006)
- Incarcerated youth who completed vocational training or a GED program while confined were twice as likely to be employed six months after their release (Black, Brush, Grow, Hawes, Henry, & Hinke, 1996)

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Student Characteristics

- Consideration of youth characteristics is critical to developing effective policies, programs, and service systems for youth in JC (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005)
- For specific interventions at each stage of the juvenile justice process that take into consideration student characteristics, see Gagnon & Richards (2008)

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Student Characteristics

- In a year, approximately 144,000 delinquency cases result in youth being committed to out of home placements (Snyder, & Sickmund, 2006)
- An increase of 44% over the last 20 years
- In juvenile corrections, 38.15% of students are in special education compared to 12% in public school (Gagnon, Barber, Van Loan, & Leone, in press; Stizek, Pittsonberger, Riordan, Lyter, & Orlofsky, 2007)

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Student Characteristics

- Students with EBD and LD comprise an overwhelming majority of the students with disabilities (Gagnon, Barber, Van Loan, & Leone, in press)
- Youth in JC schools may have few academic credits and low grade point averages (Major, Chester, McEntire, Waldo, & Blomberg, 2002)

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Student Characteristics

- Youth rarely return to high school, stay in school, and earn a diploma upon exit from a JC school (Griller-Clark, Rutherford, & Quinn, 2004; Haberman & Quinn, 1986; LeBlanc & Pfannenstiel, 1991; Todis, Bullis, Waintrup, Schultz, & D'Ambrosio, 2001; Webb & Maddox, 1986).
- A short length of enrollment may further complicate curricular decisions
 - In juvenile detention facilities, youth may be enrolled for a week to several months (Austin, Johnson, & Weitzer, 2005)

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Student Characteristics

- 40-50% of youth with ED were neglected, physically/sexually/emotionally abused (Mattison, Spitznagel, & Felix, 1998; Oseroff, Oseroff, Westling, & Gessner, 1999)
- Of confined youth, about 1/2 of males and almost 1/2 of females have a substance use disorder (Teplin et al., 2002)

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Student Characteristics

- 11% of detained youth have posttraumatic stress disorder (PTSD) (Abram et al., 2004)
- In JC, more than 90% of youth experienced a traumatic event (i.e., witnessed someone hurt very badly or killed) (Teplin et al., 2002)
- Excluding conduct disorder, nearly 2/3 of males and 3/4 of females had one or more psychiatric disorders (Teplin et al., 2002)

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Student Characteristics

- Placement in juvenile corrections is viewed as a way of providing mental health services that may be otherwise unavailable (National Center for Mental Health and Juvenile Justice, 2003)
- 1/3 to 2/3 of juvenile detention facilities hold youth with mental health needs without charges, but because they were awaiting a mental health placement (The National Alliance for the Mentally Ill, 1999; United States House of Representatives Committee on Government Reform-Minority Staff Special Investigation Division, 2004)

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Student Characteristics

- Of facilities who detained youth awaiting mental health services, 48% reported that there were suicide attempts among those youth (United States House of Representatives Committee on Government Reform-Minority Staff Special Investigation Division, 2004)

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The Guideposts for Success

- 1 - School-Based Preparatory Experiences
- 2 - Career Preparation &
Work-Based Experiences
- 3 - Youth Development & Leadership
- 4 - Connecting Activities
- 5 - Family Involvement and Supports

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School-Based Preparatory Experiences



Specific Needs:

- Highly qualified teachers
- Curriculum aligned with state and local standards
- Educational options
- Transferable credits
- Meeting federal accountability requirements
 - NCLB, IDEA
- Collaboration among professionals across disciplines

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Career Preparation & Work-Based Experiences

Examples

- 🔑 North Carolina Program
- 🔑 Graduated release program
- 🔑 Advocate/job development specialist

Specific Needs:

- Comprehensive vocational programming
- Collaboration among education, corrections, community organizations, employers
- Development of career pathways
- Instruction in work-related skills
- Work-based experiences

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Youth Development & Leadership

Examples

🔑 Project SUPPORT

🔑 Project Parole SUPPORT

🔑 Local employers serving as mentors

Specific Needs

- Highly individualized transition plan with youth input
- Transition support that recognizes unique needs of youth in corrections
- Instruction on laws, rights, consequences throughout JJ process
- Education on risk-taking behaviors/consequences
- Self-empowerment activities
- Mentoring opportunities

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Connecting Activities

Examples:

🔑 Cross-system professional development

🔑 Comprehensive transition policies in state law (VA)

🔑 Exit document (Passport)

Specific Needs:

- Collaboration among families, mental health service providers, educators, youth development professionals, probation officers
 - Clear delineation of roles
 - On-going communication
- Systemic responses to transitioning youth
- Assistance in addressing sensitive issues

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Family Supports & Involvement

Examples

- 🔑 Multisystemic Therapy
- 🔑 Family-focused mental health treatment

Specific Needs

- Well-informed parent involvement is critical at all stages of juvenile justice process
 - Advocacy
 - Information-sharing
 - Prevention and rehabilitation
- Supports for parents

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Teachers' Reported Use of Empirically- Based Math Strategies in Juvenile Correctional Facilities for Students with High Incidence Disabilities

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Rationale

- ◆ The recent reauthorization of Title 1 of the Elementary and Secondary Education Act (No Child Left Behind Act of 2001) requires that the curriculum align with assessment and accountability systems and be accessible to *all* students (Educational Policy Research Reform Institute, 2002) and the guarantee of access to the general education curriculum in IDEA (2004).
- ◆ This includes students with emotional and behavioral disorders (EBD) and learning disabilities (LD) who are committed to juvenile corrections (JC) (Snyder & Sickmund, 1999; U.S. Department of Education, 2001).

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Purpose

- ◆ The questions addressed include:
 - ◆ What are teacher identified **curricular policies** for secondary students with EBD in JC schools?
 - ◆ What **effective instructional approaches** do teachers use for secondary students with EBD and/or LD in R/DT programs?

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National Study of JC Schools

Survey

- ❖ The survey was based on the following: (a) a review of literature on effective instructional practices for secondary students with special needs in reading and mathematics; (b) consideration of current educational reform; (c) discussion with experts in the field of special education; and (d) a teacher focus group.

- ❖ The three sections on the surveys included:
 - (a) characteristics of the teacher, students, and school; (b) curricular policies; and
 - (c) instructional practices.

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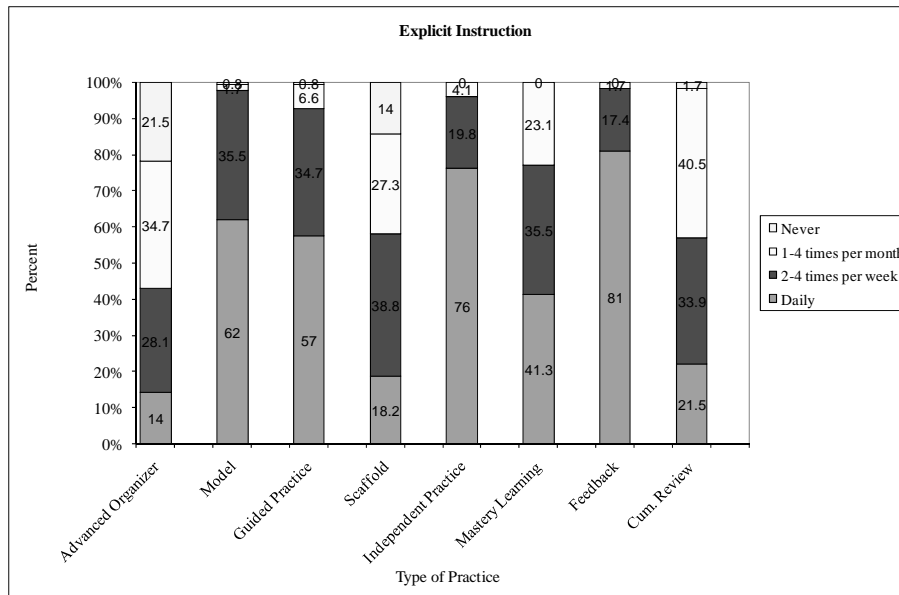
National Study of JC Schools

Six Instructional Practices

- Explicit instruction
- Strategy instruction
- Real-world activities and use of technology
- Graduated instructional sequence
- Grouping for instruction
- Other instructional adaptations

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What we Found:



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Di Resources

Suggested Readings:

- Gagnon, J. C., & Maccini, P. (2005). *Direct instruction in middle school mathematics for students with learning disabilities*. Washington, DC: American Institute for Research. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/directinstructionmath.asp
- Hudson, P. & Miller, S.P. (2006). *Designing and implementing mathematics instruction for students with diverse learning needs*. Boston: Pearson Education, Inc.

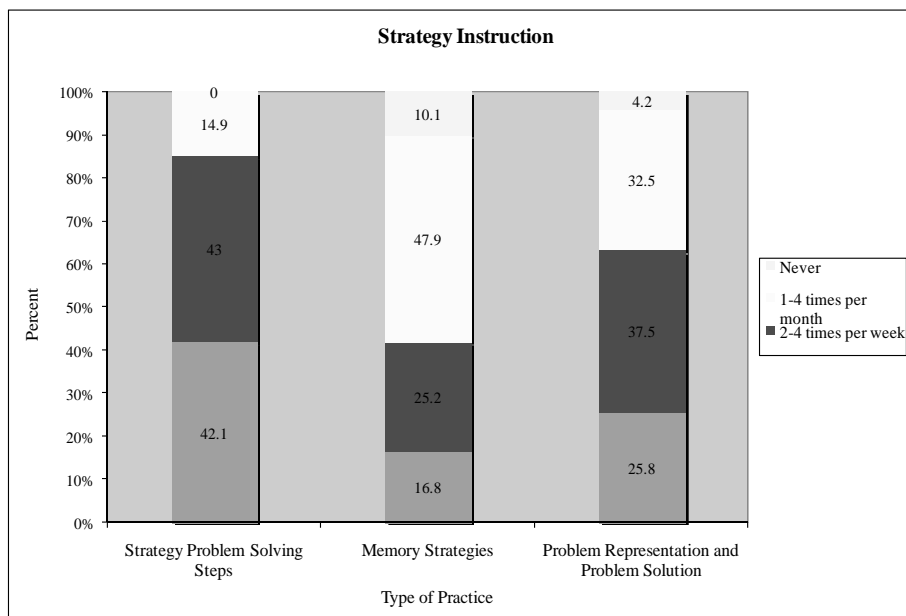
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2. Teach Strategies

- A strategy refers to, “a plan that not only specifies the sequence of needed actions but also consists of critical guidelines and rules related to making effective decisions during a problem solving process” (Ellis & Lenz, 1996, p. 24). A number of features help to make strategies effective for students, including:
 - (a) A memory device (e.g., a *FIRST Letter Mnemonic*)
 - (b) familiar word or phrases that begin with an action verb, (e.g., “*Read the problem*”), to help prompt students to use the strategy; and
 - (c) sequenced steps to help students remember and recall the process.

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What we Found:



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SI Resources

- American Institutes for Research. (2004). *Learning strategies and mathematics*. Washington, DC: Author. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/LearningStrategies_Mathematics.asp
- American Institutes for Research. (2004). *Using mnemonic instruction to teach math*. Washington, DC: Author. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/mnemonics_math.asp
- Jitendra, A. (2002). Teaching students math problem-solving through graphic representations. *Teaching Exceptional Children*, 34(4), 34-38.
- Maccini, P., & Gagnon, J. C. (2005). *Mathematics Strategy Instruction (SI) for Middle School Students with Learning Disabilities*. Washington, DC: American Institutes for Research. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/massini.asp
- Montague, M. (2005). *Math problem solving for middle school students with disabilities*. Washington, DC: American Institutes for Research. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/MathProblemSolving.asp

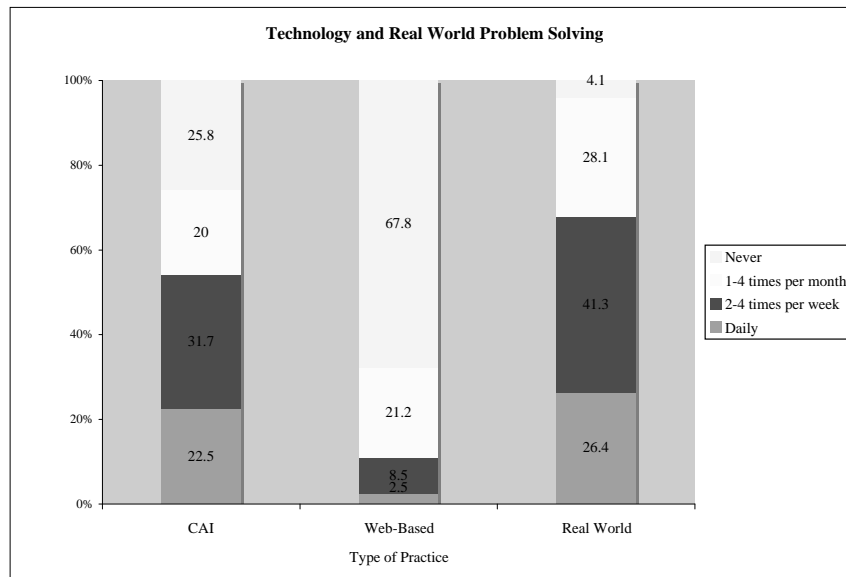
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3) Technology and Real-World Activities

- ❖ Technology-based instructional approaches relies on the use of a computer (e.g., computer assisted instruction/tutorials) or other specialized systems as the mode of instruction (Vergason & Anderegg, 1997)
- ❖ For example, CAI tutorial programs embed math skills within problem-solving situations

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What we Found:



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Real World Problem Solving and Technology Resources:

Suggested Websites:

■ Bottge, B. (n.d.) *Teaching Enhanced Anchored Mathematics Project: Advancing the math skills of low-achieving adolescents in technology-rich learning environments*. Retrieved October 3, 2007, from http://www.wcer.wisc.edu/TEAM/contact_us.html

■ The Adventures of Jasper Woodbury (n.d.). *The adventures of jasper woodbury*. Retrieved October 3, 2007, from <http://peabody.vanderbilt.edu/projects/funded/jasper/Jasperhome.html>

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Real World Problem Solving and Technology Resources:

Suggested Readings:

- American Institute for Research. (2004). *Computer-assisted instruction and mathematics*. Washington, DC: Author. Retrieved October 10, 2007, from http://www.k8accesscenter.org/training_resources/LearningStrategies_Mathematics.asp
- Bottge, B. A. (2001). Building ramps and hovercrafts and improving math skills. *Teaching Exceptional Children*, 34(1), 16-23.
- Davis, B., Caros, J., & Carnine, D. (2006). Using technology to access the general education curriculum. In D. D. Deshler, & J. B. Schumaker (Eds). *Teaching Adolescents with Disabilities* (pp. 187-234). Thousand Oaks, CA: Corwin Press.
- Hasselbring, T. S., Lott, A. C., & Zydney, J. M. (2006). *Technology-supported math instruction for students with disabilities: Two decades of research and development*. Lexington, KY: University of Kentucky Assistive Technology Institute. Retrieved October 10, 2007, from <http://www.ldonline.org/article/6291#refer>

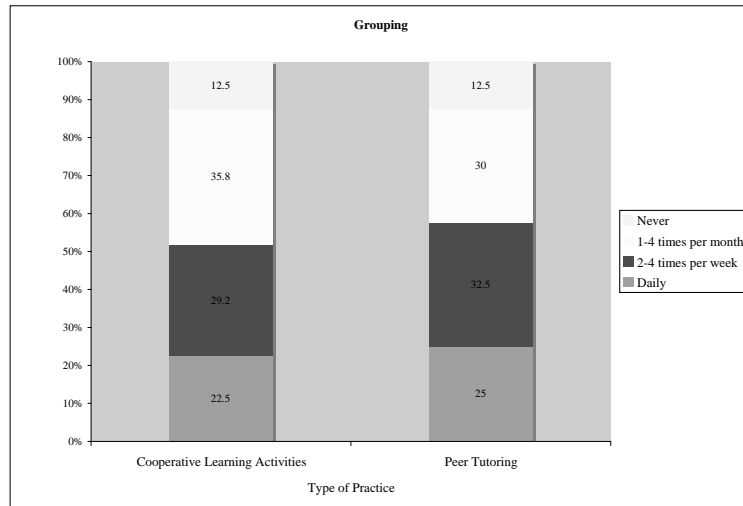
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4. Peer-Mediated Instruction

- Peer-mediated instruction groups students together in pairs or in small groups to learn with and from each other.
- Although peer-mediated instruction can take many forms (e.g., classwide peer tutoring, cross-age tutoring, jigsaw), some critical elements are associated with positive student outcomes:
 - (a) students must be assigned roles and trained to function in those roles;
 - (b) students must participate in providing instruction to one another;
 - (c) teachers must provide ongoing monitoring and assistance during instructional sessions; and
 - (d) the instructional task must include an academic and/or social goal (Hall & Stegila, 2003).

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What we Found:



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Peer-Mediated Instruction Resources:

Suggested Readings:

- American Institute for Research. (2004). *Using peer tutoring for math*. Washington, DC: Author. Retrieved April 10, 2008, from http://www.k8accesscenter.org/training_resources/mathpeertutoring.asp
- Bender, W. N. (2005). *Differentiating math instruction: Strategies that work for k-8 classrooms!* Thousand Oaks, CA: Corwin Press.
- LD Online. (1997). *Using cooperative learning to teach mathematics to students with learning disabilities*. Arlington, VA: Author. Retrieved

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5. Graduated Instruction (Concrete-Semiconcrete-Abstract Instructional Sequence, C-S-A)

Bruner's (1966) structure-oriented theory of learning:

Enactive mode (e.g., the “doing” phase” - using concrete objects to represent problems - **concrete** representations)

Iconic mode (e.g., the “seeing phase” visualizing representations of the problem - **semiconcrete** representations)

Symbolic mode (e.g., using abstract symbols to represent the problem - **abstract** representations)

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Graduated Instructional Sequence Resources

Suggested Readings:

- American Institute for Research. (2004). *Concrete-representational-abstract instructional approach*. Washington, DC: Author. Retrieved September 26, 2007, from http://www.k8accesscenter.org/training_resources/CRA_Instructional
- Gagnon, J. C., & Maccini, P. (2001). Preparing students with disabilities for algebra: Kindergarten through secondary school. *Teaching Exceptional Children*, 33(2), 8-15.
- Maccini, P., Gagnon, J. C., Mulcahy, C., & Leone, P. (2006). Math instruction for committed youth within juvenile correctional schools. *Journal of Correctional Education*, 57(3), 210-225.

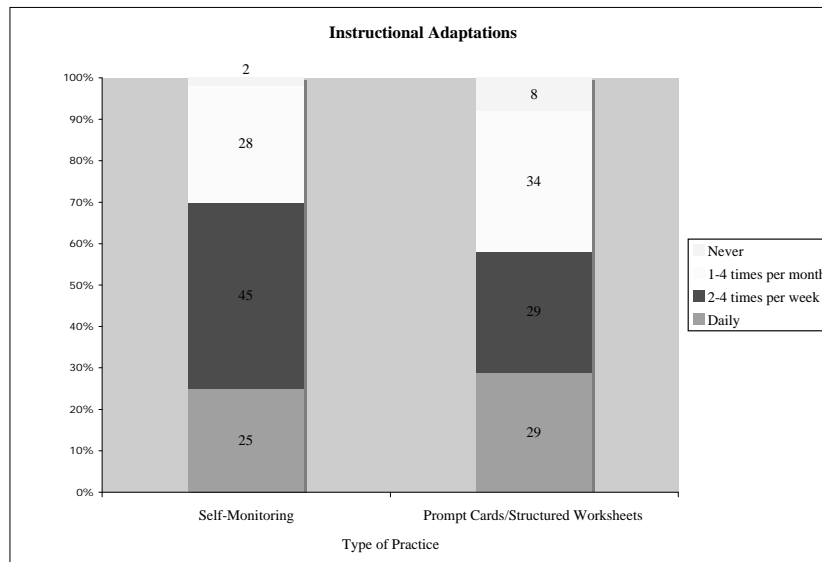
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6. Instructional Adaptations

- **Instructional adaptations** include structured worksheets/graphic organizers, self-monitoring devices, and advance organizers.
 - Provide graphic cue cards to help students remember and recall information (e.g., steps to a strategy).
 - Incorporate self-monitoring to help students monitor their problem solving behavior
 - Use of advance organizers to help students identify, organize, understand, and retain information (Lenz, Bulgren, & Hudson, 1990).

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Effective Instructional Practices



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Instructional Adaptations: Resources

Suggested Websites of Math Graphic Organizers:

- California Technology Assistance Project. (2007, February). *Middle school math project: Graphic organizer resource*. Retrieved October 30, 2007, from http://www.ctap4.org/math/di_graphic_organizers.htm
- Beanblossom, J. E. (2007, October). *Southwest Georgia RESA: Math graphic organizers*. Retrieved October 30, 2007, from <http://www.sw-georgia.resa.k12.ga.us/Math.html#High%20School%20Graphic%20Organizers>
- Enchanted Learning Software. (n.d.). *Graphic organizers*. Retrieved October 11, 2007, from <http://www.enchantedlearning.com/graphicorganizers/math/>

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Instructional Adaptations: Resources

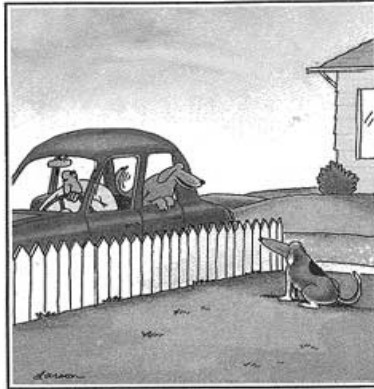
- Teacher Vision. (n.d.). *Graphic organizers and resources*. Retrieved October 11, 2007, from <http://www.teachervision.fen.com/slideshow/graphic-organizers/52116.html?detoured=1>

Suggested Readings:

- Bender, W. (2005). *Differentiating math instruction: Strategies that work for k-8 classrooms!* Thousand Oaks, CA: Corwin Press.
- Gagnon, J. C., & Maccini, P. (2001). Preparing students with disabilities for algebra: Kindergarten through secondary school. *Teaching Exceptional Children*, 33(2), 8-15.
- Maccini, P., & Gagnon, J. C. (2005). *Math graphic organizers for students with learning disabilities*. Washington, DC: American Institute for Research. Retrieved March 31, 2008, from http://www.k8accesscenter.org/training_resources/mathgraphicorganizers.asp

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The Importance of Literacy and Language Instruction



"Ha ha ha, Biff. Guess what? After we go to the drugstore and the post office, I'm going to the vet's to get tutored."



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Who am I and why am I here?

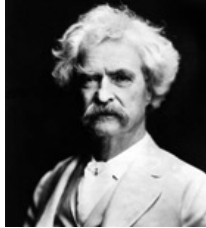


May we be liberated by the lessons that we learn.



Disclaimer...the small print

- *“To every complex problem there is a simple answer....that doesn’t work.”*
- Mark Twain



Context: One definition of Literacy

- *“Using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.”*
- *Adult literacy:*
 1. *Prose*
 2. *Document*
 3. *Quantitative components*

Context: One definition of Literacy

1. **Prose literacy.** The knowledge and skills needed to search, comprehend, and use information from continuous texts. Prose examples include:

- editorials
- news stories
- brochures
- instructional
- materials

Context: One definition of Literacy

2. **Document literacy.** The knowledge and skills needed to search, comprehend, and use information from non-continuous text. Document examples include:

- job applications
- payroll forms
- transportation
- schedules
- maps
- tables
- drug or food labels

Context: One definition of Literacy

3. **Quantitative literacy.** The knowledge and skills needed to identify and perform computations using numbers that are embedded in printed materials.

Examples include:

- balancing a checkbook
- computing a tip, completing an order form
- determining the amount of interest on a loan from an advertisement.

Big Ideas in Reading (from U. Oregon)



Getting the most bang for your buck

- Short term schools/facilities
 1. Have no delusion that teachers can be all things to all students
 2. Determine “What are the **MOST** important literacy skills students must know and be taught consistently for their population?”
 3. Obtain literacy materials that support the literacy skills from above.
 4. Rely upon research based practices
 5. Strive for high quality homogeneous grouping where instruction is taught to fidelity
 6. Assess and record student progress using curriculum-based measures
 7. Assess and record teacher fidelity of implementation
 8. Keep getting better
 - (it never ends)



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Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- **Recommendation 1:**
 - Provide explicit vocabulary instruction
- **Recommendation 2:**
 - Provide direct and explicit comprehension strategy instruction
- **Recommendation 3:**
 - Provide opportunities for extended discussion of text meaning and interpretation
- **Recommendation 4:**
 - Increase student motivation and engagement in literacy learning
- **Recommendation 5:**
 - Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists



http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

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Evidence-based literacy practices for adolescents (COI)

Fast pacing	Semantic mapping	Paraphrasing
Visual displays	Summarization	Elaboration
Text structure	Self-questioning	Main idea
Repeated readings	Cognitive mapping	Mnemonic use
Advanced organizer	Reinforce/Praise	Graphic organizer
Cognitive mapping	Reciprocal teaching	Immediate corrective feedback
Prediction	Followed script	Primed background knowledge
Engagement/Motivational	Explicit instruction	Collaborative writing
Sentence combining	Specific product goals	Word processing
Pre-writing activities	Modeling	Guided practice
Independent practice	Spaced learning over time	Abstract to concrete
Quizzing	Clarifying	Think alouds
Content enhancement	Data-based instruction	Partner reading



Intervention Fidelity



■ *Q-READ*

- ***Quality of the delivery*** – ideal in terms of processes and content
- ***Responsiveness of student*** – student engagement
- ***Exposure*** – amount of program content students receive (dosage)
- ***Adherence*** – program components are delivered as prescribed
- ***Differentiation of programs*** – ensure that the unique features of the intervention are being implemented
 - Dane & Schneider (1998)

Intervention Fidelity Documentation



1. **Direct instructional observation**
 - **Percentage of something**
 - **Specific number**
 - **Operational definitions**
2. **Teacher professional development inside and outside the classroom**
3. **Student work samples**
4. **Talk to students and teachers**
5. **Teacher lesson plans (pacing guides)**

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Reading Resources

- **Big Ideas in Reading**
 - <http://reading.uoregon.edu/>
 - Five big ideas in reading



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Reading Resources

- Literacy assessment (curriculum-based)
 - DIBELS
 - <https://dibels.uoregon.edu/>
 - Aimsweb
 - www.aimsweb.com/



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Reading Resources

- Searchlight reading strategies (Vaughn)
 - http://searchlight.utexas.org/lms_view (introduction)
 - http://searchlight.utexas.org/content/explore/explore/explore_splash (general resources)
 - http://searchlight.utexas.org/content/classroom-resources-test/classroom-resources-sequence/classroom-resources-in-the-five-components/comprehension-test-sequence/explore_view (comprehension strategies)
 - <http://www.texasreading.org/utcr/la/materials/secondary.asp> (secondary guides and booklets)



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Reading Resources

- Florida Center on Reading Research
 - <http://www.fcrr.org/>



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Reading Resources

- What Works Clearinghouse
 - <http://ies.ed.gov/ncee/wwc/>



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Intervention Central

- <http://www.interventioncentral.org/>
 - Academic resources
 - Behavior resources

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Discussion

- <http://www.interventioncentral.org/>
 - Academic resources
 - Behavior resources

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Group Discussion

- During each of the three group work session, please write down your ideas. As time allows, we will share with as a large group.
- We will collect your written responses and compile them in a Word file for you to use as a resource during your Action Plan groups tomorrow.
- See one of the Joe, Polly, or David at the beginning of the Action Plan groups for the handout.

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Group Discussion

Directions: Each group needs:

- Recorder
- Time keeper
- Stay on topic person
- Person who will share with the large group
- Active participants

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Group Discussion #1

1. How do your juvenile justice schools approach curriculum (i.e., what to teach)? What guidance is provided to these facilities? What is the basis for decisions?
2. How do student characteristics and other facility factors affect both what is taught (i.e., curriculum options)?

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Group Discussion #2

1. Specifically, what math subskills do you believe are essential to be taught in your short term facilities?
2. What barriers and facilitators do you see to providing quality math instruction in short-term facilities?
3. What supports will need to be in place to provide quality math instruction?

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Group Discussion #3

1. Specifically, what literacy subskills do you believe are essential to be taught in your short term facilities?
2. What barriers and facilitators do you see to providing literacy instruction in short-term facilities?
3. What supports will need to be in place to provide quality literacy instruction?

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