 **The National  
Evaluation and  
Technical  
Assistance Center**  
for the  
Education of Children and Youth  
Who Are Neglected, Delinquent  
or At-Risk (NDTAC)

**Making the Walls Disappear: How Can  
We Improve Outcomes for *Our* Youth?**  
Dr. David Osher

[www.neglected-delinquent.org](http://www.neglected-delinquent.org)

**“Other People’s Children” or “Treat  
Every Child As If They Are Your Own”** <sup>2</sup>



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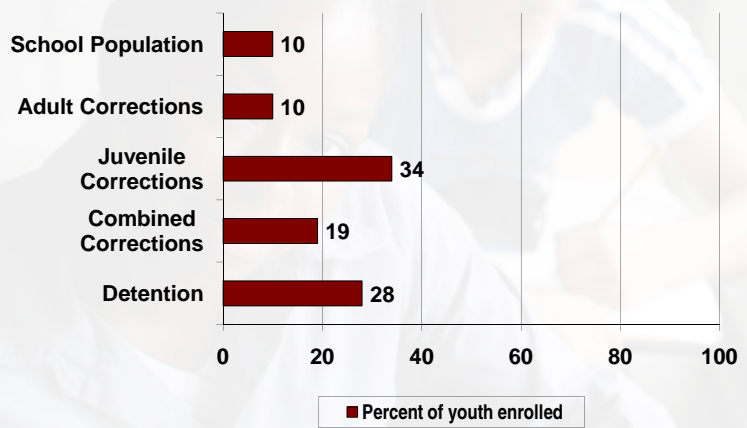
## Who Are Our Kids 3

They Are Disproportionately:


- Poor
- Black, Latino, Native American
- Disabled

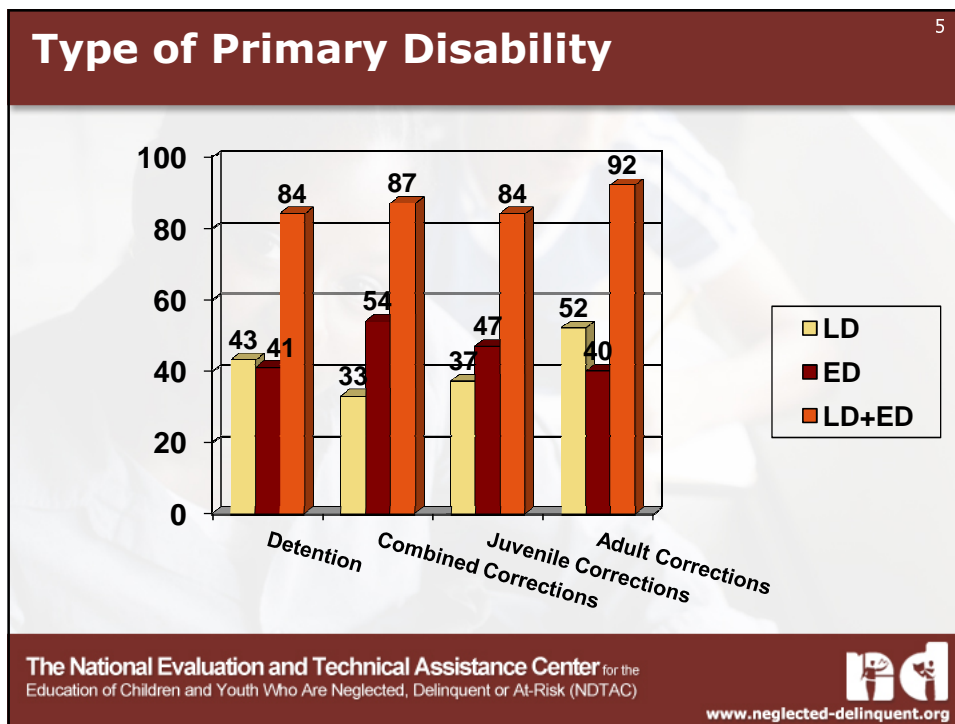
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## Prevalence Rates 4



Category	Percent of youth enrolled
School Population	10
Adult Corrections	10
Juvenile Corrections	34
Combined Corrections	19
Detention	28

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### Mental Health Needs: An Example 6

Sample of 1,829 children (including 650 girls) in Chicago:

- 1 or more psychiatric disorders
  - < 75% girls
  - > 66.6% of boys
- Affective Disorders = <20%  
(>66.6% had co-occurring substance abuse/alcohol dependence)

Teplin, 2000

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## Students with Emotional Disturbance <sup>7</sup>

- Between 1/3 and 1/2 have co-occurring LD
- Almost 60 percent drop out
- 13 + times more likely than other students with disabilities to be arrested while in school (Doren, Bullis, & Benz, 1996)
- More likely than other students with disabilities to be arrested after they leave school (Wagner, 1995)
- 73% of youth with DES who drop out are arrested within 3-5 years (US ED, 1994)

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## SEL Management Needs: An Example <sup>8</sup>



- Contempt of Teacher
- Contempt of Staff
- Contempt of Principal
- Contempt of Cop
- Contempt of Judge
- Contempt of Staff

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## What Are The Other Challenges

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- **Poor:**
  - Health
    - Physical
    - Mental
  - Cognitive Skills and Educational Achievement
  - SEL Skills
  - Social Capital
  - Cultural Capital

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## Can The Challenges Be Addressed— What We Know About Development?

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- If provided with appropriate support and conditions, all students can succeed
- There are physical, social- emotional, and cognitive barriers to learning and healthy development
- There are social and emotional conditions for learning and development
- There are organizational conditions for learning and development
- Development is not fixed, but affected by intervention

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## What Else Do We Know About Development?

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- Healthy Development and Successful Transitions requires, among other things:
  - Effective Approaches to Instruction
  - Intentional approaches to child, youth, and adult development and support
  - Individualized strengths-based and strengths-focused planning which addresses individual needs and builds individual and collective strengths
  - Coordinating Services
  - Monitoring Intervention
  - Continuous improvement
  - Evaluation

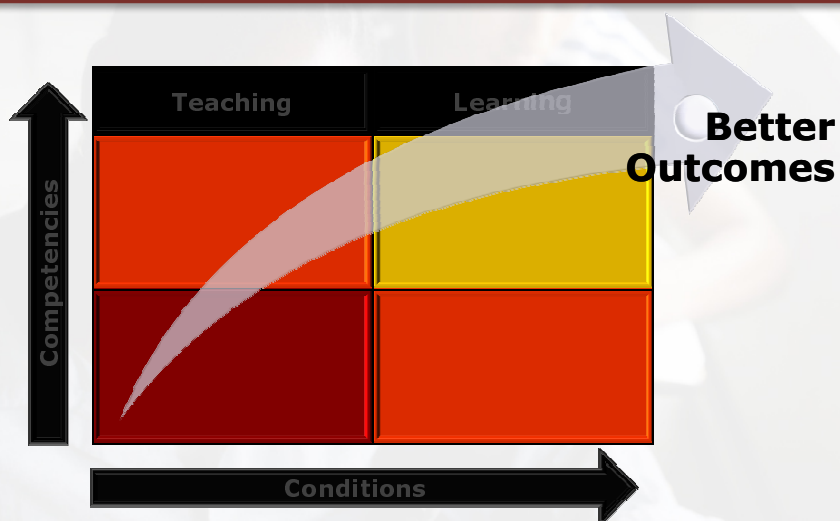
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## What Affects Learning Outcomes?

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## The Social Emotional Conditions for Learning & Development

<p style="text-align: center;"><b>Students are Safe</b></p> <ul style="list-style-type: none"> <li>† Physically safe</li> <li>† Socially and emotionally safe</li> <li>† Treated fairly and equitably</li> <li>† Avoid risky behaviors</li> <li>† School is safe and orderly</li> </ul>	<p style="text-align: center;"><b>Students are Socially Capable</b></p> <ul style="list-style-type: none"> <li>† Emotionally intelligent and culturally competent</li> <li>† Responsible and persistent</li> <li>† Cooperative team players</li> <li>† Contribute to school and community</li> </ul>
<p style="text-align: center;"><b>Students are Supported</b></p> <ul style="list-style-type: none"> <li>† Meaningful connections to adults</li> <li>† Strong bonds to school</li> <li>† Positive peer relationships</li> <li>† Effective and available support</li> </ul>	<p style="text-align: center;"><b>Students are Challenged</b></p> <ul style="list-style-type: none"> <li>† High expectations</li> <li>† Strong personnel motivation</li> <li>† School is connected to life goals</li> <li>† Rigorous academic opportunities</li> </ul>

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## Supporting Conditions for Learning

<ul style="list-style-type: none"> <li>† <b>Connection</b></li> <li>† <b>Attachment</b></li> <li>† <b>Trust</b></li> <li>† <b>Care</b></li> <li>† <b>Respect</b></li> </ul>	<p style="text-align: center;"><b>Social Emotional Learning &amp; Support</b></p>
<p style="text-align: center;"><b>Positive Behavioral Approaches &amp; Supports</b></p>	<p style="text-align: center;"><b>Learning Supports</b></p> <ul style="list-style-type: none"> <li>† Effective Pedagogy</li> <li>† Engagement</li> <li>† Motivation</li> </ul>

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## Work at Three Levels

**Provide Individualized Intensive Supports**  
Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

**Intervene Early & Provide Focused Youth Development Activities**  
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

**Build a Schoolwide Foundation**  
Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.

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## A Comprehensive 3-Level Approach To Youth Development & Support

Bonding

Bonding

Bonding

Positive Behavioral Support

Positive Behavioral Support

Social Emotional Support

Social Emotional Support

Social Emotional Support

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## What Else Does Healthy Development and Positive Transitions Require

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- High Expectations
- Organizational Capacity To Address the Challenges That Our Students Present
  - Efficient & Affective Approaches
  - Capacity to Collaborate With Families and Other Agencies
  - Efficient Approaches to Data
- Technical Support

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## State Wide Data Challenges

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- Drowning in Data
- Drowning in Information
- Indicators that May Not Matter Much
- Lack of Alignment Between and Among Levels of Performance
- Competing, Unaligned, or Underaligned Indicators
- Having Low or Adult-Driven Standards

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### Dashboards Purpose


- Transparency
- Accountability
- Continuous Improvement
- Interagency Collaboration

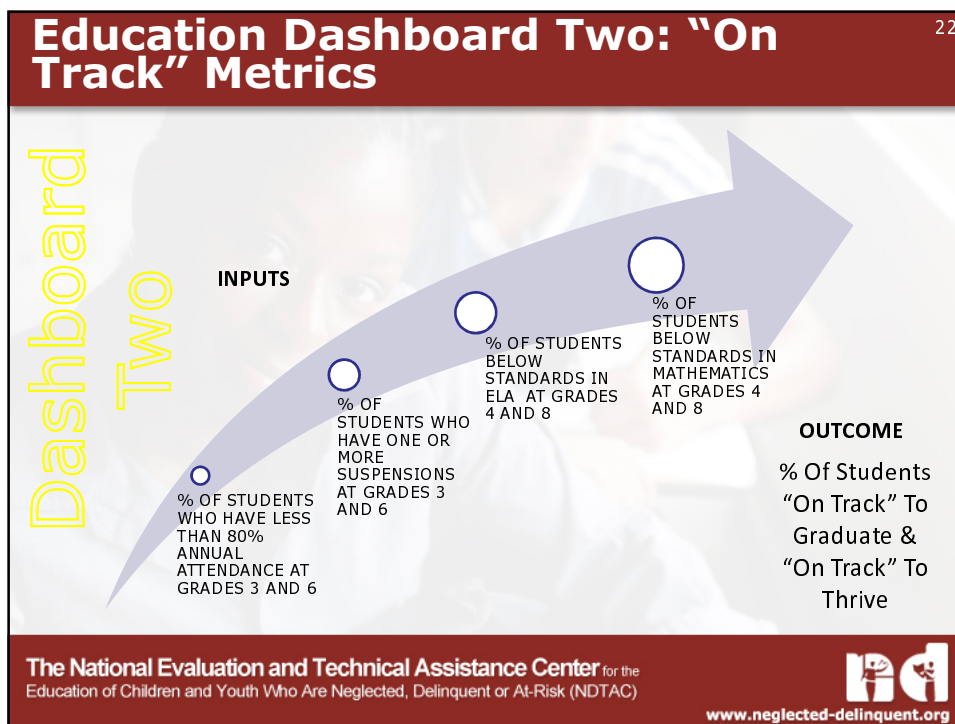
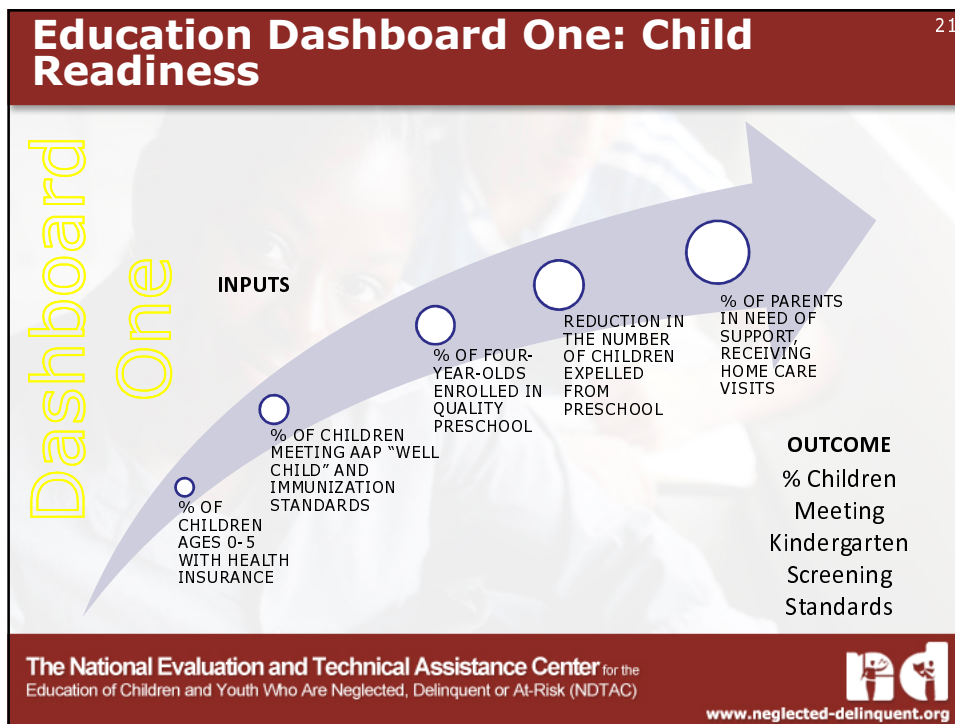
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### Dashboards Rationale

- Small Number of Metrics
- Right Metrics
  - What is measured
  - How it is conceptualized
- Actionable
- Aligned at Multiple Levels
- Inputs and Outputs
- Can Be Disaggregated
- Common Indicators

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## An Example of What Can Be Done to Help Build Capacity: New York State Dashboard Development 23

- Education
- OCFS
- Probation
- Children’s Cabinet
- Commission on Children
- High Standards
  - On Track to Thrive
  - On Track
  - Off Track

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