



2009 NDTAC National Conference

Session Notes

Session Title	Best Practice in Juvenile Justice Transition
Presenters	Trina Osher, Kathleen Sande, and Karen Mann
Date and Time	Tuesday, June 23, 3:45 p.m. – 5 p.m.

SUMMARY

This session consisted of three presentations, the first by Trina Osher, the second by Kathleen Sande, and the third by Karen Mann. Below are summary notes for each of these presentations.

Trina Osher

Families Matter! Best Practice in Juvenile Justice

Youth want their families involved in their movement through the juvenile justice system, but often the system makes this difficult. To promote family involvement, a personalized approach, not a one size fits all, needs to be afforded to engage every family. Furthermore, professionals must be sensitive to the family's reality. In the proposed three-tier model for engaging families, the efforts required to engage each youth's family is based on individual need. The foundation of the model to engage all families is the provision of universal services for all children (Tier One); supplemented by targeted services for segments of the population, such as families in which English is not the main language (Tier Two); and further reinforced by individualized approaches, as needed, for families that are particularly difficult to engage (Tier Three). Ultimately, each family needs to be provided with ample support and information to engage in discussion with schools and other providers and to make well-informed decisions about and for their child.

Kathleen Sande

Best Practices in Juvenile Justice Transition in Washington State

During the past 3 years, Washington State has implemented many new strategies to improve transition services related to Title 1, Part D, allocations—moving beyond direct services for youth inside the institution schools to serving youth in need of prevention in the community. Changes have included introducing and then expanding several regionally based education/transition advocates in the field, articulating a shared vision of a continuum of services, and expanding the State's wraparound service initiative. Cross-group collaboration has been an essential component to overcoming obstacles at some stages. For example, some success in this area can be attributed to the Georgetown Leadership Development Certificate Program. The program further develops leadership and coordination skills. Future direction for the program includes placing greater emphasis on prevention, developing uniform intake and reporting forms, and identifying and targeting underserved populations (e.g., Spanish speakers).

Karen Mann

Best Practices in Juvenile Justice Transition: Utilizing Data

Florida State University has been conducting quality assurance reviews of educational programs in juvenile justice facilities in the State. Findings from these reviews have further confirmed the importance of transition services to long-term student outcomes. Other findings have highlighted the relationship between academic attainment and positive post-release employment, the relationship between age and post-release outcomes and recidivism (i.e., younger students tend to have better outcomes and lower recidivism rates), the importance of transition planning from the day youth enter a facility, and the

importance of returning to school and/or work and its dependency on availability of appropriate transition services. Four elements are critical to appropriate transition services—the availability of quality testing and assessments, student planning, onsite transition, and community reintegration services.

Q&A / Comments

There were no questions or comments for this session. If you have a question pertaining to the session or the topics discussed, please contact NDTAC at NDTAC@air.org.

Relevant Resources

National Center for Mental Health and Juvenile Justice: [Involving Families of Youth Who Are in Contact With the Juvenile Justice System](#)

NDTAC's Family and Parental Involvement Web page:

- [A Family Guide to Getting Involved With Correctional Education](#)
- [Working With Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators](#)
- [NDTAC Technical Issue Brief: Family Involvement](#)

National Center for Mental Health and Juvenile Justice

Transition Toolkit 2.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System