Reclaiming Lives: A Tier 3 Intervention for Youth in the Juvenile Justice System

Presentation for the The 2018 Annual Conference on Advancing School Mental Health

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RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, & Work

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Objectives

- Understand the unique systems and support needs of youth who are involved in the justice system.

- Describe how a Tier 3 intervention specifically designed for high school youth with significant support needs can build/restore youth protective factors and social supports.

- Describe how youth who are in the justice system talk about their histories and the value of receiving career-related support.

Typical Adolescent Development

- Brain development between emotional control and reasoning is not finished until mid 20's
- Focus on self, alternating between high expectations and poor self-esteem
- Moodiness
- Tendency to return to childish behavior, particularly when stressed
- Mostly interested in present, with limited thoughts of the future
- Intellectual interests expand and gain in importance
- Development of ideals and selection of role models

The School to Prison Pipeline

"Failure to provide appropriate behavioral interventions may be contributing to delinquency among students with disabilities" (p.12)

"Following removal from school, many students experience enormous difficulty in reentering" (p.13)

(Wald & Losen, 2003)

Who's Incarcerated

The literacy rates of incarcerated juveniles and adults are significantly lower than the general population and there are far greater rates of high school dropouts in prison than in the general population

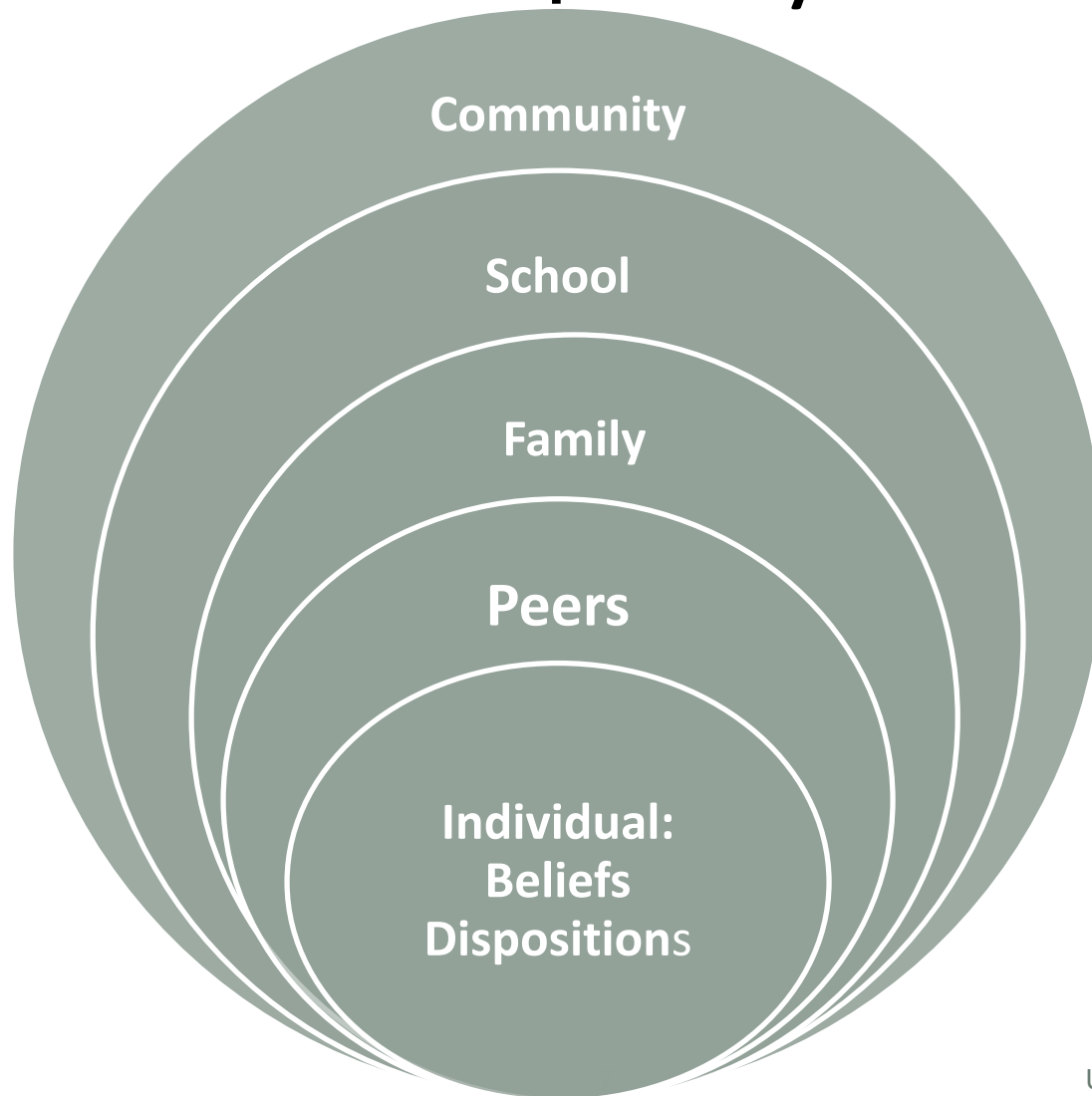(Brunner, 1993; Greenberg, Dunleavy, & Kutner, 2007)

The Impact of Incarceration

Youth who are incarcerated or placed in segregated settings are taken away from their homes and community schools at a time when other youth are forming relationships that are and will be critical to their success as they move into adulthood.
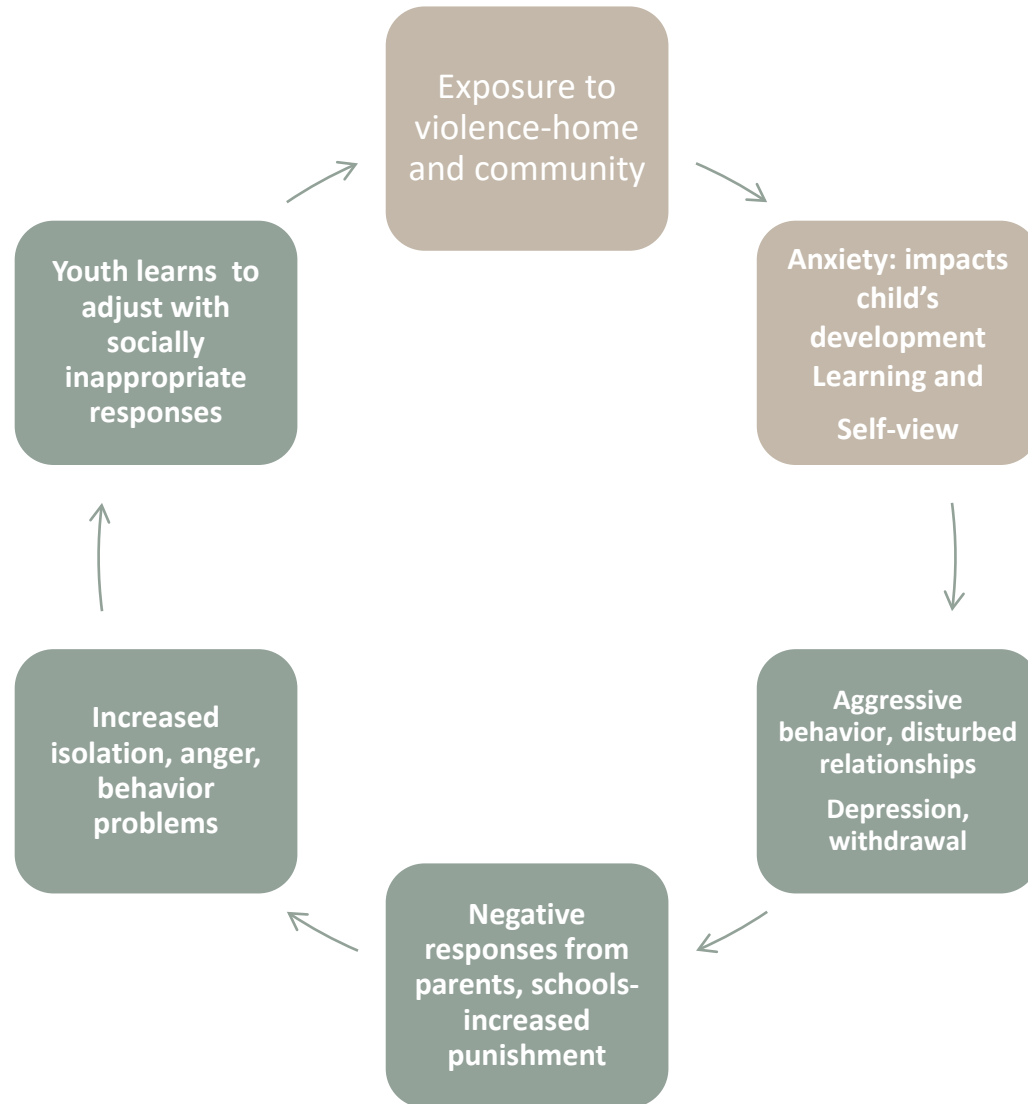
"In a life-cycle context, incarceration during adolescence may interrupt human and social capital accumulation at a critical moment " (Aizer & Doyle, 2011, p.3)

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Risk & Protective Factors For Delinquency

Community

School

Family

Peers

**Individual:
Beliefs
Disposition**s

Ecological Model of Exposure to Violence

Exposure to violence-home and community

Anxiety: impacts child's development Learning and Self-view

Aggressive behavior, disturbed relationships Depression, withdrawal

Negative responses from parents, schools-increased punishment

Increased isolation, anger, behavior problems

Youth learns to adjust with socially inappropriate responses

Juvenile Justice Involvement

- Estimates of PTSD prevalence in the juvenile justice population range between 30 percent and 50 percent

(Arroyo, 2001; Garland et al., 2001; Teplin et al., 2002; Wasserman, et al., 2002; Cauffman, et al., 1998).

- High rates of physical or sexual abuse victims among the jj population

(Martin, Martin, Dell, Davis, & Guerrieri, 2008)

- These rates are up to eight times as high as other community samples of similar-age peers

(Saigh et al., 1999; Saltzman et al., 2001).

- Students with Learning Disabilities had a 7.1% higher rate in juvenile delinquency than general education students.

- Students with Emotional Disabilities had a 43.3% higher rate in juvenile delinquency compared to general education students."
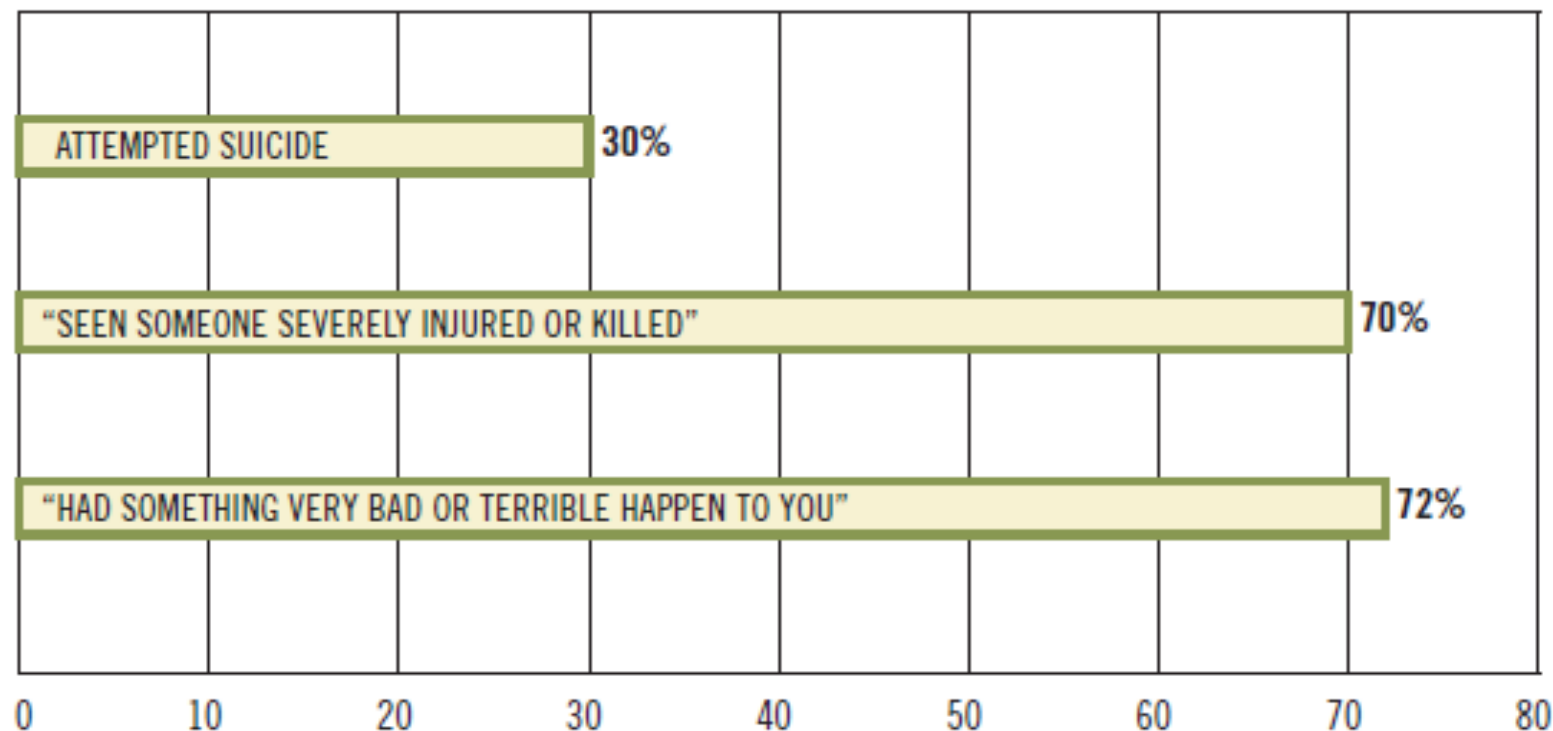
(Chen, Symons, & Reynolds, 2011)

Prevalence of Disorders Among Adolescents – US

Disorder	Community Samples (%)	Delinquent Samples (%)
ADD	2-10	19-46
MR	1-3	7-15
LD	2-10	17-53
Mood	2-8	19-78
Anxiety	3-13	6-41
PTSD	1-3	32
Psychoses and autism	0.2-2	1-6
Any disorder present	18-22	80

FIGURE 9

TRAUMATIC PASTS OF CONFINED YOUTH: PERCENTAGE OF YOUTH IN JUVENILE CORRECTIONAL FACILITIES WHO HAVE EVER...

ATTEMPTED SUICIDE	30%
"SEEN SOMEONE SEVERELY INJURED OR KILLED"	70%
"HAD SOMETHING VERY BAD OR TERRIBLE HAPPEN TO YOU"	72%

0   10   20   30   40   50   60   70   80

Positive Youth Development

There are six resiliency skills linked to academic success:

- *building confidence,*
- *Making connections,*
- *setting goals,*
- *Managing stress,*
- *increasing well-being, and*
- *understanding motivation (Hupfeld, 2009)*

We need to Focus on relationships and affiliation (the need to belong), in a community

All youth have the inherent capacity for positive growth and development.

Positive Youth Development (PYD)

Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Positive youth development has its origins in the field of prevention. In the past, prevention efforts typically focused on single problems before they surfaced in youth, such as teen pregnancy, substance abuse and juvenile delinquency.

(retrieved on 9/14/2015 from: http://youth.gov/youth-topics/positive-youth-development)

Resilience

Defined as…"positive adaptation despite experiences of significant adversity or trauma" (Luthar, 2000)

Multiple studies showed that, despite growing up in adverse conditions, many children experienced positive developmental outcomes.

(Garmezy, 1971, 1974, 1987; Rutter 1979; Werner & Smith, 1982. 1992, 2001).

This has led to the development of approaches and frameworks that shift the focus away from risk factors toward positive or protective factors.

40 Developmental Assets – Search Institute

External Assets

Support

Empowerment

Boundaries & Expectations

Constructive Use of Time

Internal Assets

Commitment to Learning

Positive Values

Social Competencies

Positive Identity

Search INSTITUTE

Discovering what kids need to succeed

RENEW: Model Elements

Self-Determination

Disability and Civil Rights

System of Care

Youth and Family

Interagency Collaboration

School-to-Career

Education Transition
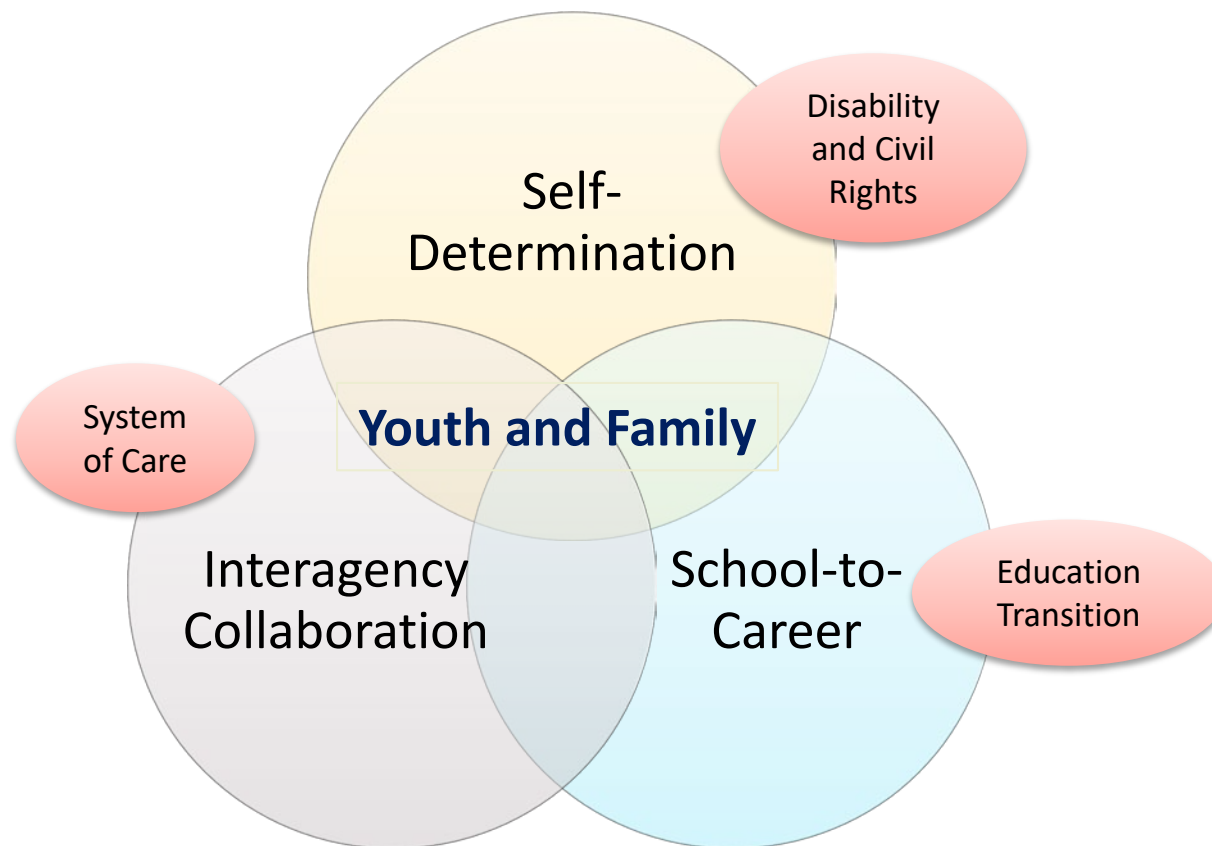
RENEW LOGIC MODEL

Vision: By targeting youth who are in out-of-home placements or who are not succeeding in school or at home and providing them with the tools, supports, and relationships they need to develop and direct their own transition from high school to adult life, we hope to create more positive outcomes for those youth including high school completion, employment at their full potential, postsecondary

education and training participation, stable independent living, and improved mental health.

Population/Context	Strategies	Outcomes

Guiding Principles:
- Self-determination
- Community inclusion
- Strengths-based care
- Unconditional care
- Flexible Funding/resources

Population:

-Youth ages 15-21 with emotional or behavioral disorders

-Poor functioning at school, home or in the community

Context:

Youth: Lack of engagement in programs, services; mismatch between needs and perceived programs and services

Families: Lack of support for or involvement with supports and services

Systems: Lack of coordination and collaboration

Assets:

-Supports from schools and mental health centers to provide intensive services

-Well- developed training resources

Capacity Building

- **Training and support for RENEW Facilitators and Implementation Teams**

- **Outreach and collaboration with schools and families**

- **State level policy & program leaders and parents involved in policy analysis and revision**

Strategies

1. Personal futures planning including choice-making and problem-solving.

- 2. Individualized team development and facilitation

- 3. Personally relevant school-to-career development, support, and progress monitoring

Desired Outcomes

Youth:

- High school graduation, increased post-secondary education, and increased employment

- Improved functioning in home and community

- Increased satisfaction with self and relationships

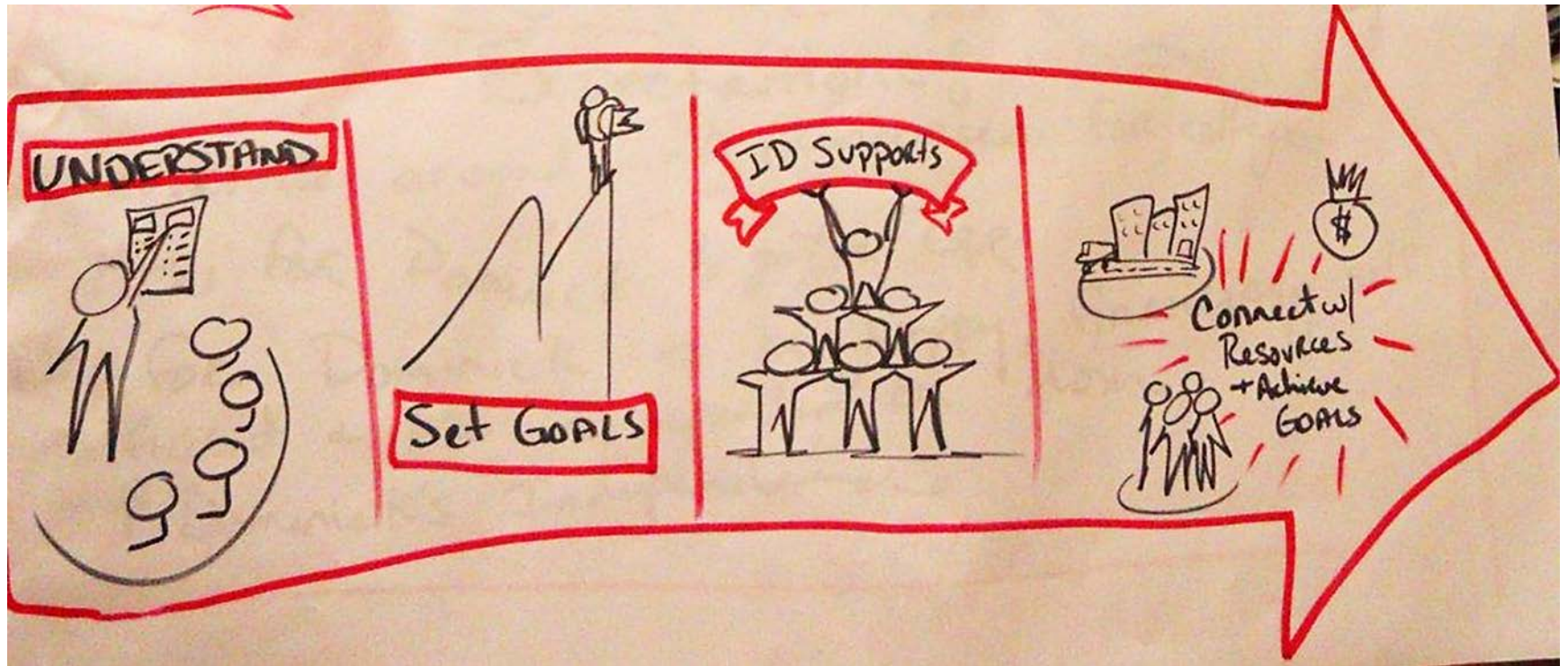- Increased social connections

Families:

- Increased positive involvement with child long term

Systems:

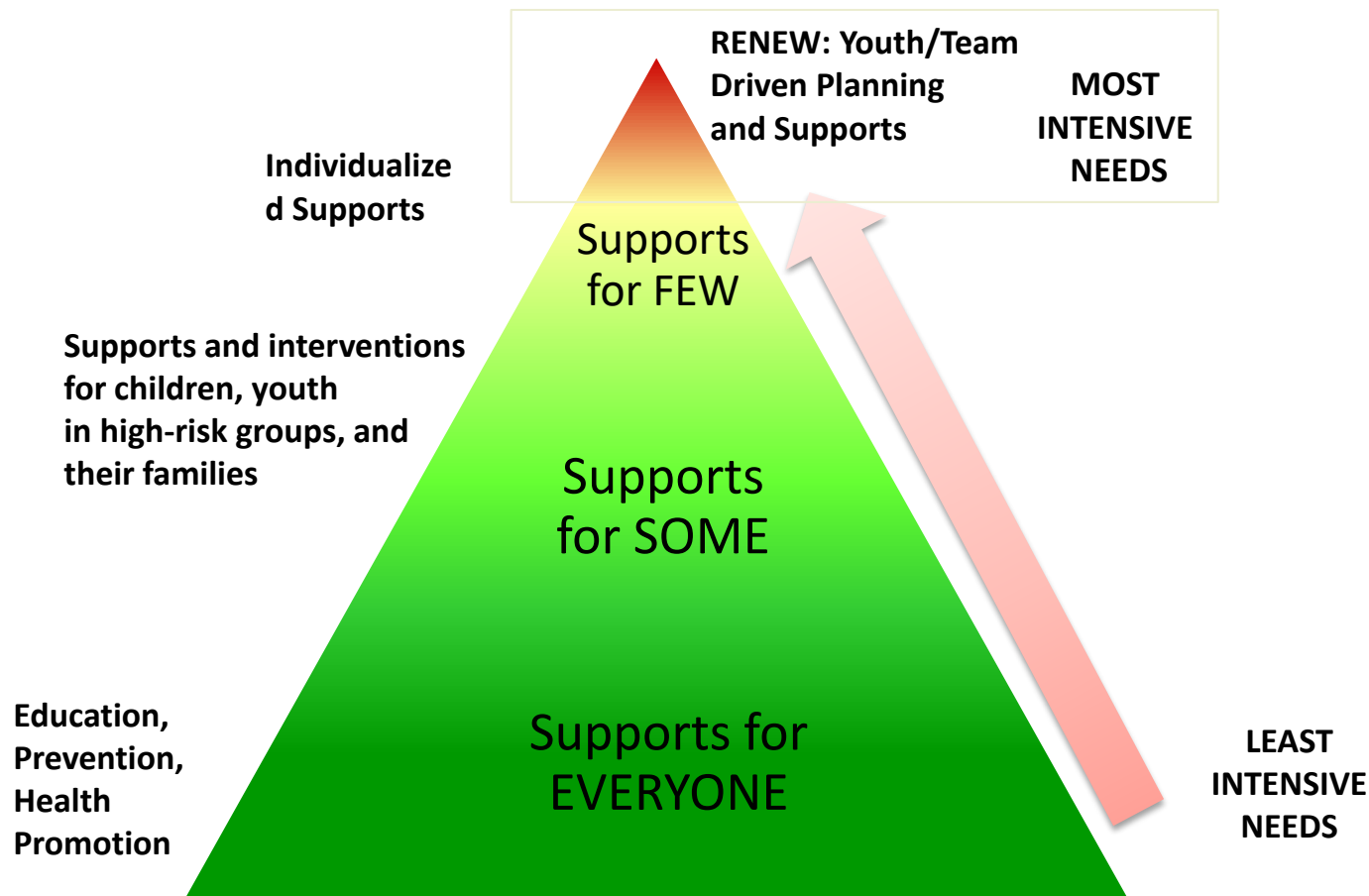- Reductions in placements, incarcerations, and better utilization of services
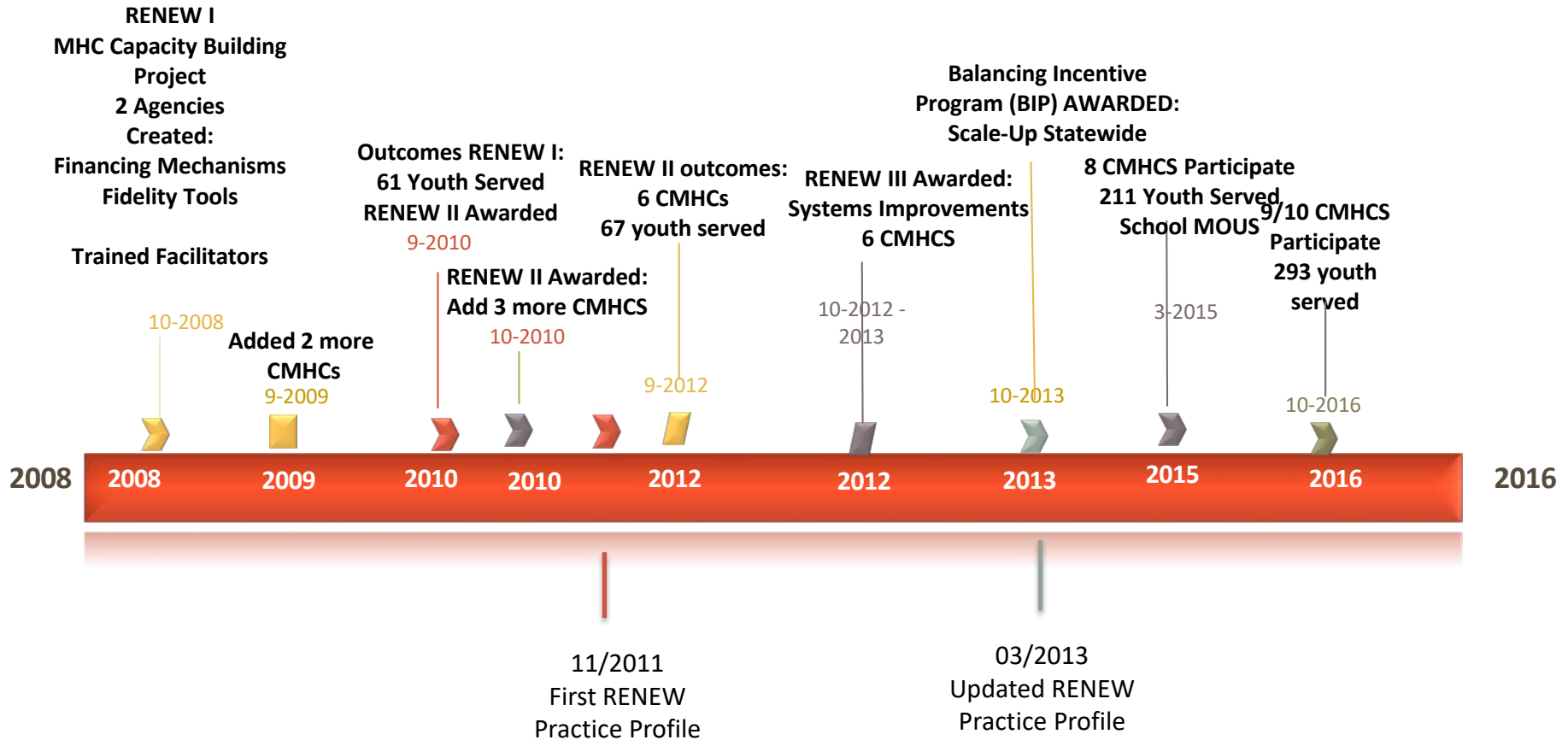
RENEW Process

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RENEW: Systems Context

RENEW: Youth/Team Driven Planning and Supports

MOST INTENSIVE NEEDS

Individualized Supports

Supports for FEW

Supports and interventions for children, youth in high-risk groups, and their families

Supports for SOME

Education, Prevention, Health Promotion

Supports for EVERYONE

LEAST INTENSIVE NEEDS

RENEW Capacity Building Projects
(Oct. 2008- June, 2016)

RENEW I
MHC Capacity Building
Project
2 Agencies
Created:
Financing Mechanisms
Fidelity Tools

Trained Facilitators

10-2008

Added 2 more
CMHCs
9-2009

Outcomes RENEW I:
61 Youth Served
RENEW II Awarded
9-2010

RENEW II Awarded:
Add 3 more CMHCS
10-2010

RENEW II outcomes:
6 CMHCs
67 youth served
9-2012

Balancing Incentive
Program (BIP) AWARDED:
Scale-Up Statewide

RENEW III Awarded:
Systems Improvements
6 CMHCS
10-2012 - 2013

10-2013

8 CMHCS Participate
211 Youth Served
School MOUS
3-2015

9/10 CMHCS
Participate
293 youth
served
10-2016

2008   2008   2009   2010   2010   2012   2012   2013   2015   2016   2016

11/2011
First RENEW
Practice Profile

03/2013
Updated RENEW
Practice Profile

Qualitative versus Quantitative Research

- Quantitative: Numerical results, typically looking at correlation or causation

- Qualitative: Looking to explore a concept, trend or more deeply explore a concept. Often use to characterize <u>social processes, meaning making in context, and culture</u>.

(discourse analysis, Gee, 2005)
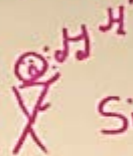
RENEW
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Case Example: "T"
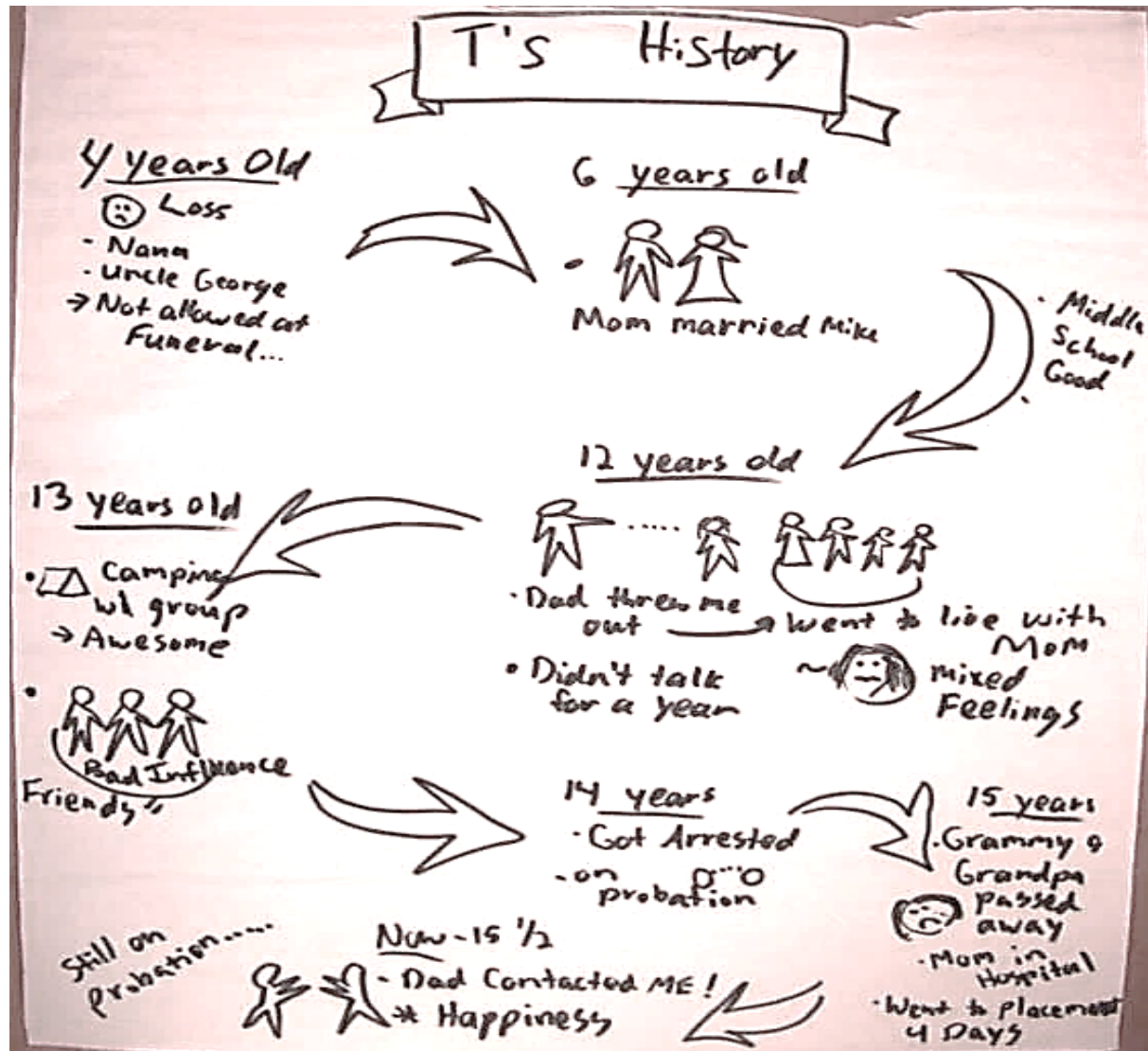
Strengths ≠ Accomplishments

Writing
Relaxing
Ice Skating
Volley Ball
Cooking & Baking
Reading
Helpful
Math
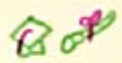
Singing
debating
Build a Fire
Family
Graduate Middle School

Accomplishments ⟿ Skills

Graduating Middle School ⟿
- Controlling Temper
- Good organization
- Good academic Skills
  - Math
  - Science
- Positive relationships
  → Female Teachers
    - Lucky
- Stay away from drama

Building a Fire ⟿
- Got instructions before camping
- Knowing where to start
  - no wind
  - away from trees
- Getting materials
  - wood
  - Starter

RENEW Facilitator Training Institute
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People in My Life: My Resources
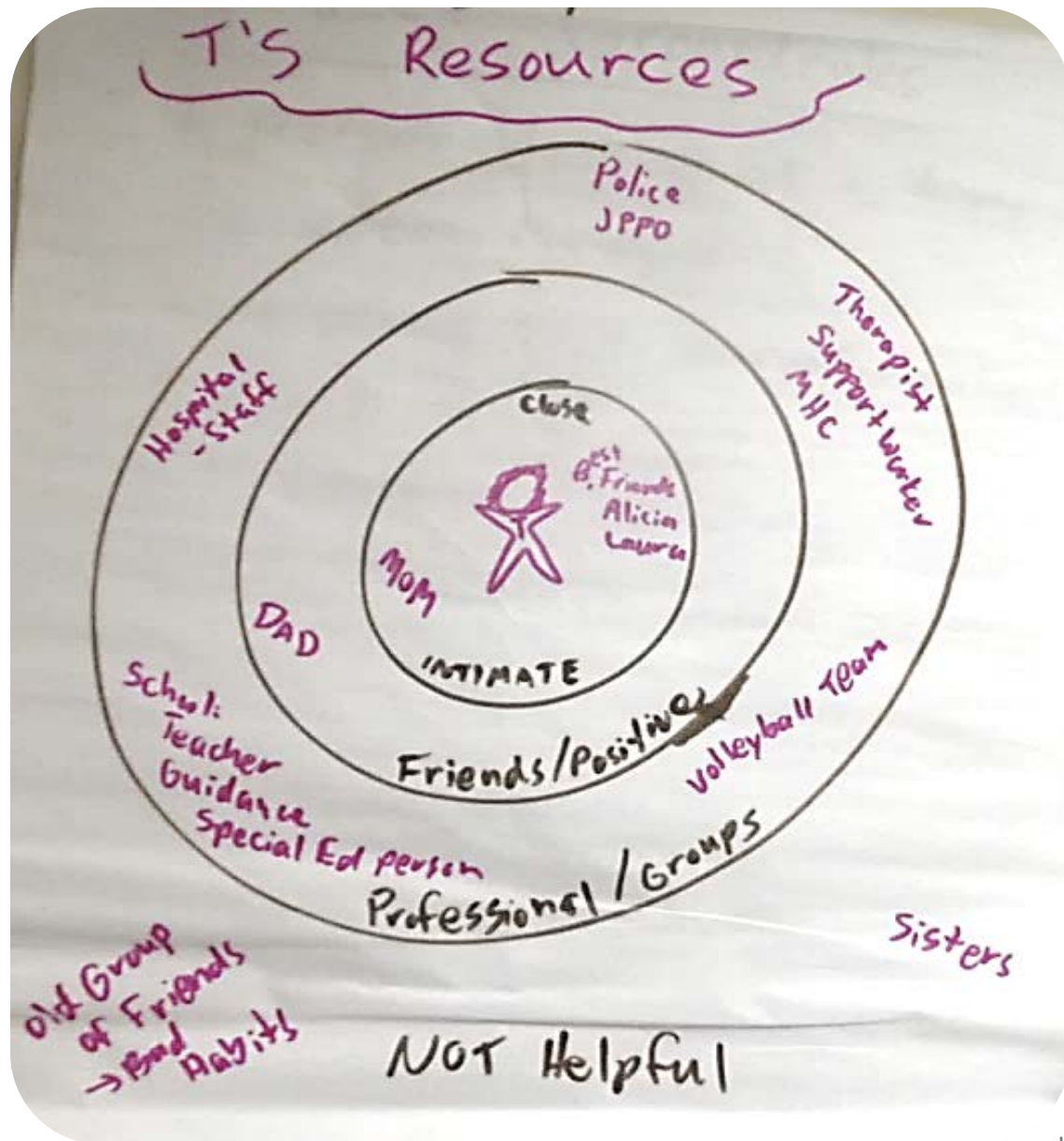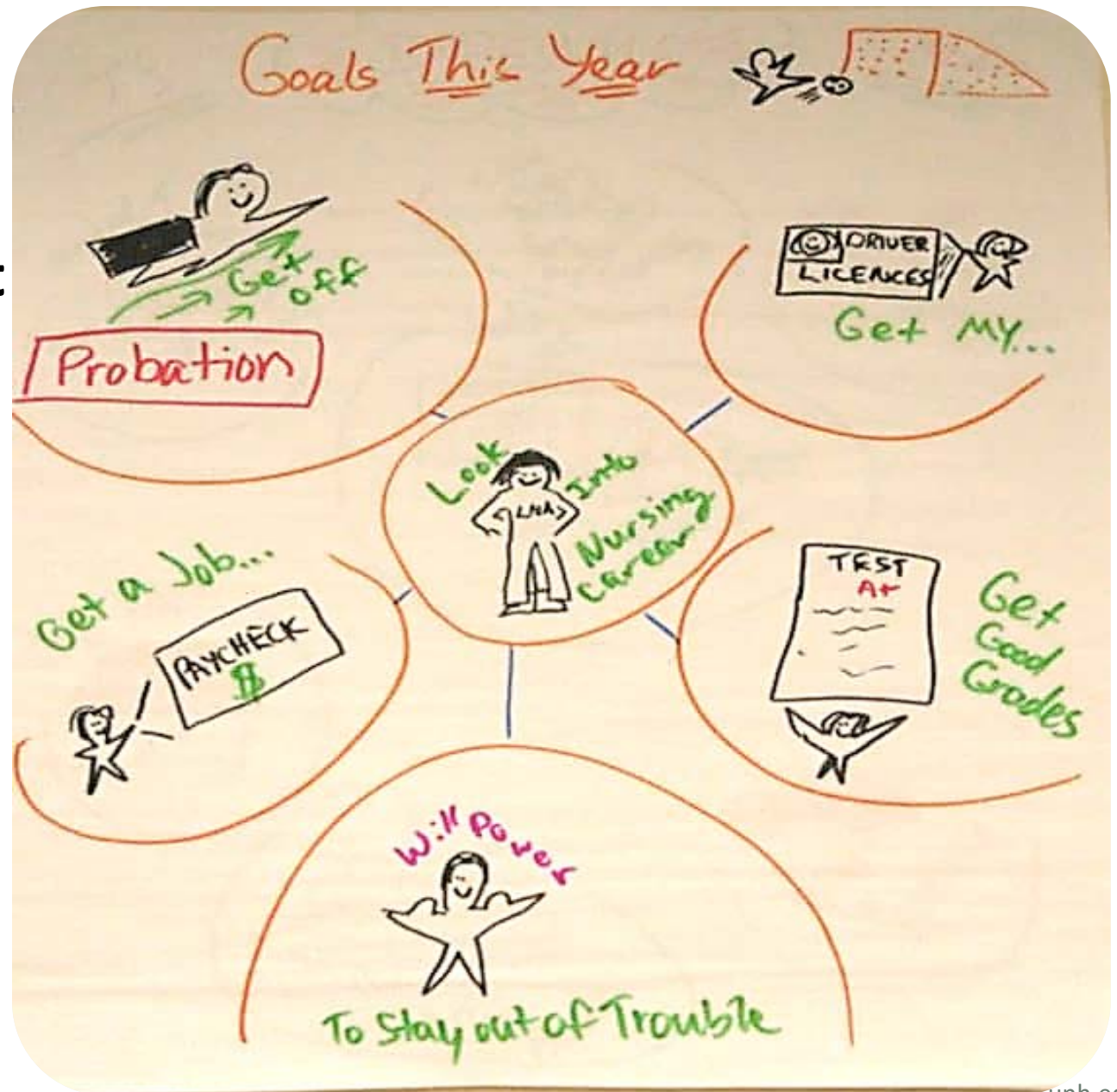
Learning & Performing Example

Dreams

Fears & Concerns

Goals & Next Steps

Next Steps

Goal: Get of Probation

① Do well in School!
- Get help with Math → Teacher, Tutor, Resource
- Quiet place to do work → Mom, Studhall
- Get organized → Counselor, Mom
- Develop plan for what works → 504 Team RENEW Teachers
  → Stay focused

② Stay away from trouble!
- Better friends → volley ball team → Best friend
- Strategies to "say no" → Best friend
- Get a job → Therapist → Counselor
- Stay busy

③ Get a job → Supportive employment
- Look for job → Mom, FSS worker, UR
- Internship @ hospital → VOC program → Elo coordinator
- Create resume → Aunt → English, Computer teacher, UR, FSS

One Youth's Narrative: Manny's History

Manny's Strengths and "Triggers"

What works

- hands-on
- group projects / likes working w/ others
- reading (Twilight Series)
- write lyrics / Rap
- dancing / hip hop
- independent work / quiet
- music helps focus

(3rd grade paper - PB & J essay)

Doesn't work

- note taking (teacher going too quickly)
- easily distracted by peers
- treated like I'm dumb being talked down to
- low expectations
- writing papers - hard concentrating hard to get started.

Real Help

Manny: Yeah, like they (the courts) told me if I don't pass my classes this year that they will send me to a Center up north where you have to walk a mile up to school, you have to walk a mile there, you have to build your own house, your own little cottage thing...

Malloy: Never heard of that have you (to Jon)?

Jon: No I never heard of that what's it called?

Manny: It's all the way up north. In the cold, You have to walk a half a mile to get your own wood and stuff.

Malloy: So is this a judge telling you this?

Manny: Yea.

Ms. West: Is this part of this school year to pass or is like still--

Manny: My probation officer comes up and checks on me, he's supposed to check on me this week.

(Transcripts, November 25, 2008)

Specific Steps

Foundations

progress report - poss. incomplete.

4/8/09

- Shut-down mode... Being blamed for stuff
- move seat.
- schedule

Future Plans / Dreams

- Hip & funky
- Men's place

Barbar's license

- what are the requirements
- Talk to someone in the profession

Apt. -
Couch / TV
Comforts

Manny's Reflections

Ms. West: So Manny he just did he read Mice and Men in English class. He's doing alt school English with Ms N. and he wasn't doing anything in the class so um he agreed to read Mice and Men and I gave him a packet and he completed the packet which is awesome... so I have to make copies for Ms N.

Manny: I finished all the math that Mr. H gave me...

Ms. West: Where is that?

Manny: He has it

Ms. West Good that's awesome, was he psyched?

Manny: Yeah he said wow, you actually finished a packet in a week that we gave you

Ms. West: They're cracking the whip on you at the group home I believe,

Manny: No, a little bit (we laugh)

Ms. West: So uhhh, I think he's actually I shouldn't speak for Manny what do you think about all of this?

Manny: I <u>feel better</u> than before I felt better….

Ms. West: You do, that's great

Manny: I don't know why but <u>I felt better</u>…

Mrs. Fairchild: Manny that's huge…

Manny: I don't know why but <u>I felt better</u>…

Ms. West: What do you think can you put words to…

Manny: I go to school today, I pass in my work,
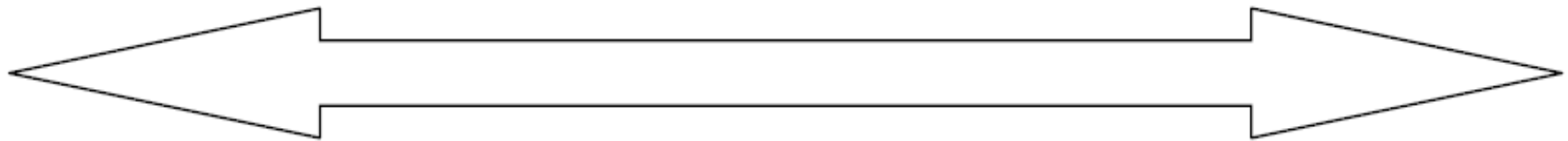
Malloy: Makes you feel like you accomplished something

Manny: Yeah

Ms. West: That's awesome…. I'm glad to hear that

(Transcripts, January 20, 2009)

Model for Acts of RECIPROCITY

Negative Reciprocity		Positive Reciprocity
Social Acts of Avoidance:	Ambivalence	Social Acts of Engagement:
Ignoring	"Dealmaking"	Offering/giving help
Mitigating/minimizing	Negotiating	Help seeking
Rejecting help	Verifying	Sharing strengths and
Withdrawing effort	Rationalizing	challenges
Arguing	Conditional Help	Responding to the other
Keeping "score"	Compromising	Expressing gratitude
Labeling		Engaging in problem
Lying		solving
		Truth telling

Personal Characteristics; Temperaments; Strengths; and Needs

Environment; Experiences; Relationships; Attachments; and Feedback

Level of development; Investment/inclusion/belonging/inclusion or exclusion from family, community, school, peers, etc.
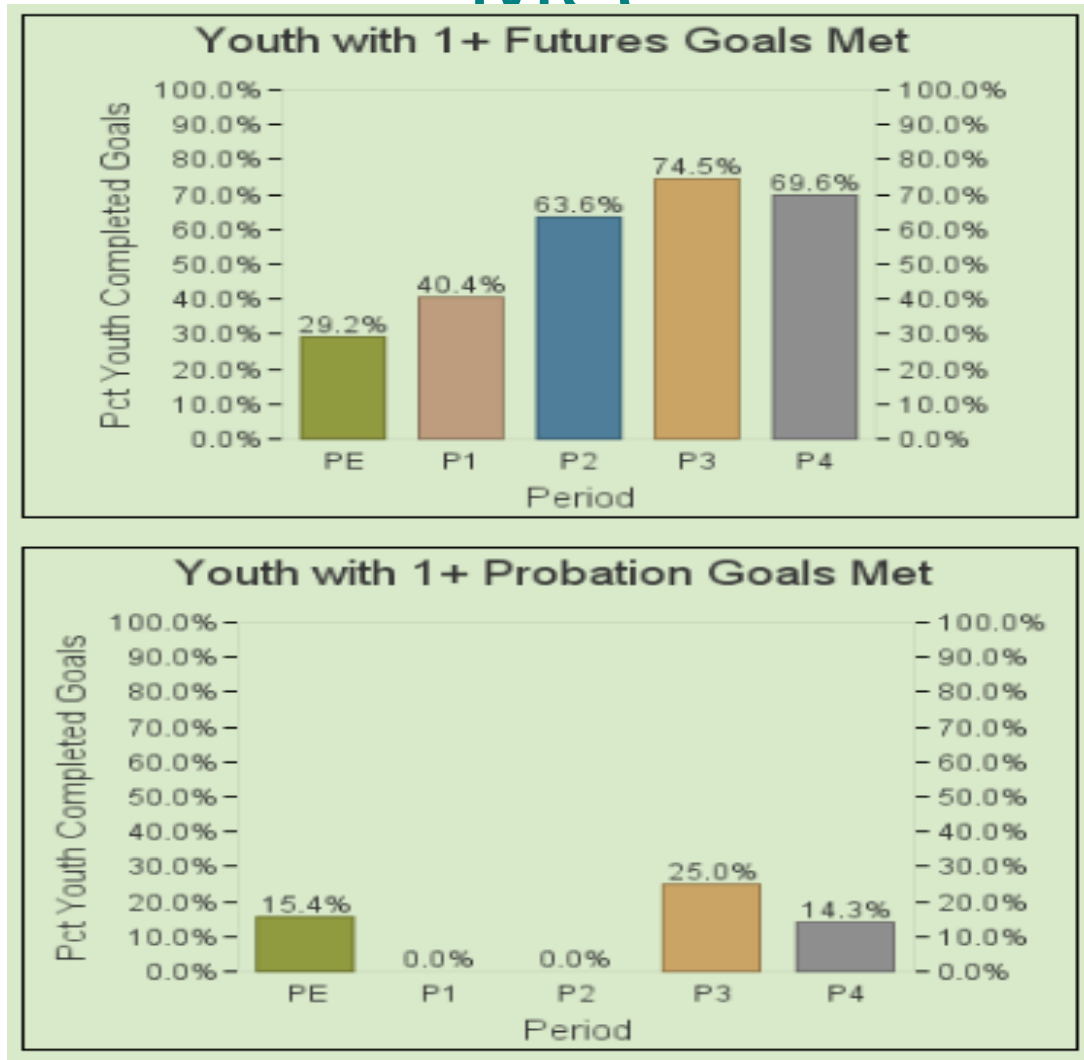
Competence ; belonging; level of conformance to community norms; level of ability or disability / dysfunction.
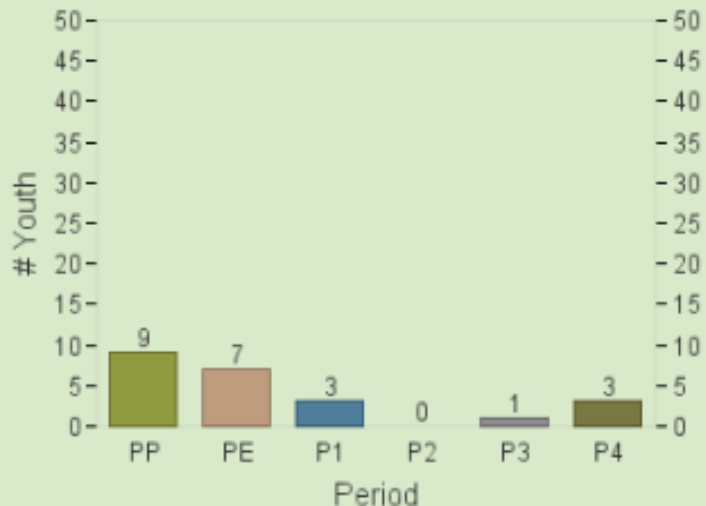
Turn and Talk:
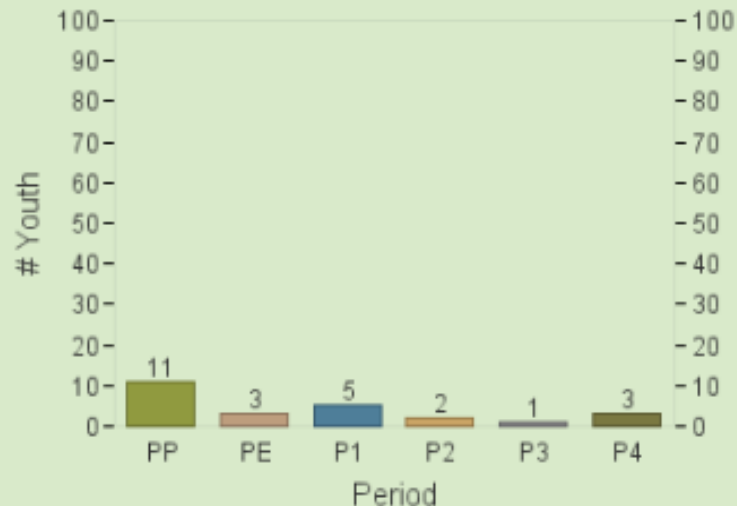# How do the MAPS Reflect Asset Building?
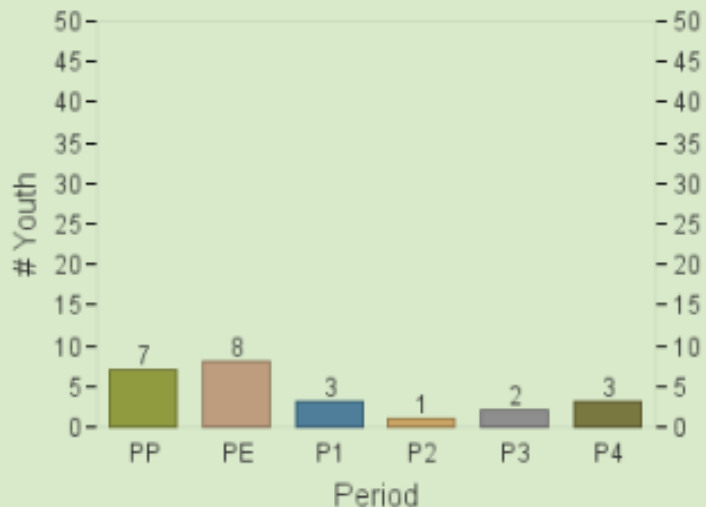
2012-2016 MH Porject Youth Goals Met
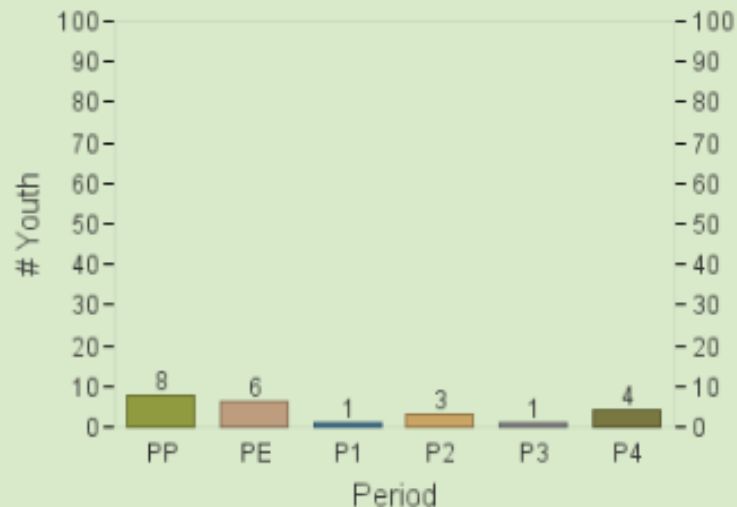
Social Justice Lens

Institutionalized Exclusion

versus

Understanding Needs, Cultural Diversity, and Developing Competence

Institute on Disability:
RENEW Implementation Model

Exploration & Adoption

Installation

Implementation

Work with school, agency, state or region to develop a plan

Create Administrative Buy In-

1. RENEW Implementation Team

2. School/site selection process

3. RENEW Facilitator Selection Process

4. Data system development

5. Site application & Approval

1. Train Implementation Team and Facilitators

2. Team creates system to select youth

3. RENEW Facilitators are trained- 3 days

4. Install data collection systems

Sustainability:

1. School has a system in place to help students access RENEW

2. Site systems and procedures established

3. Build collaboration with community resources to meet need

Research

Project	Target Population	Main Findings	Studies
RENEW Research and Demonstration Project U.S. Department of Education (95-98)	Youth, ages 15-21, with Severe Emotional Disturbance (SED)	• High School Completion • Employment	Bullis, & Cheney, 1999; Cheney, Malloy, & Hagner, 1998; Cheney et al., 1998; Hagner, Cheney, & Malloy, 1999; Malloy, Cheney, & Cormier, 1998.
Community Youth re-entry Project *U.S. Department of Education (99-02)*	Youth with disabilities, ages 15-21, in juvenile detention or placement facilities	• Community re-entry • Employment • High school completion	Hagner, Malloy, Mazzone, & Cormier, 2008
APEX I PBIS Dropout Prevention Project- U. S. Department of Education (02-06)	2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	• High school completion • Employment • Improved behavioral and community functioning	Malloy, Sundar, Hagner, Pierias, & Viet, 2010; Bohanon, Eber, Flannery, Malloy, & Fenning, 2007; Bohanon, Fenning, Borgmeier, Flannery, & Malloy, 2008
APEX II PBIS *Dropout Prevention Project- U. S. Department of Education (06-09)*	10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	• High school completion • Employment • Improved behavioral and community functioning	Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.
APEX III PBIS Dropout prevention project- NH Department of Education (09-present)	7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities	• High school completion • Employment • Improved behavioral and community functioning	Malloy, Suter, & Haber, 2014 Malloy, Haber , LaPorte, & Burgess, 2015
RENEW I & II Capacity Building Projects- Foundation funded (09-present)	6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19	• Stable housing • Academic progress • Social supports • Employment	Malloy & Haber, 2013

Thank you!

- Online Evaluation
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