

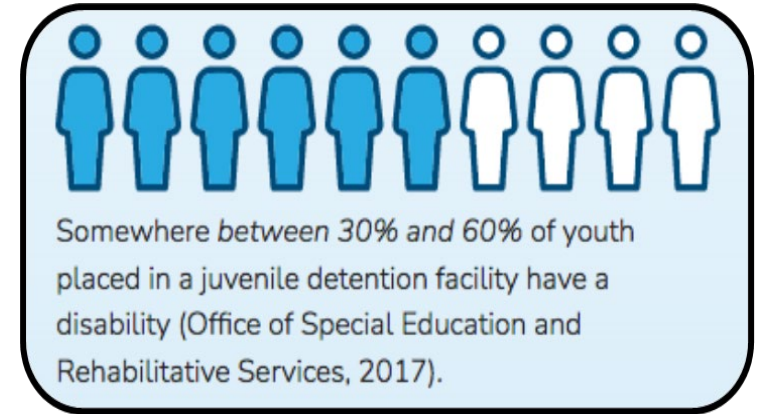
The Current Research: Juvenile Justice-Involved Youth with Disabilities

Thurs., May 18 at 9:00 - 10:00 am

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Disability Prevalence & Justice-Involvement

- An estimated 30-60% of youth in juvenile detention facilities have some disability.¹
- Only 37% of justice-involved youth with disabilities received special education services while in school.²
- **Intersectional Considerations:** Black youth 4x as likely to be held in juvenile facilities; tribal youth 3x and Latinx youth 28% more likely.³
- **Multiple Systems Involvement:** 65% of justice-involved youth have prior involvement in the child welfare system; 40%-47% of youth in foster care have disabilities.⁴



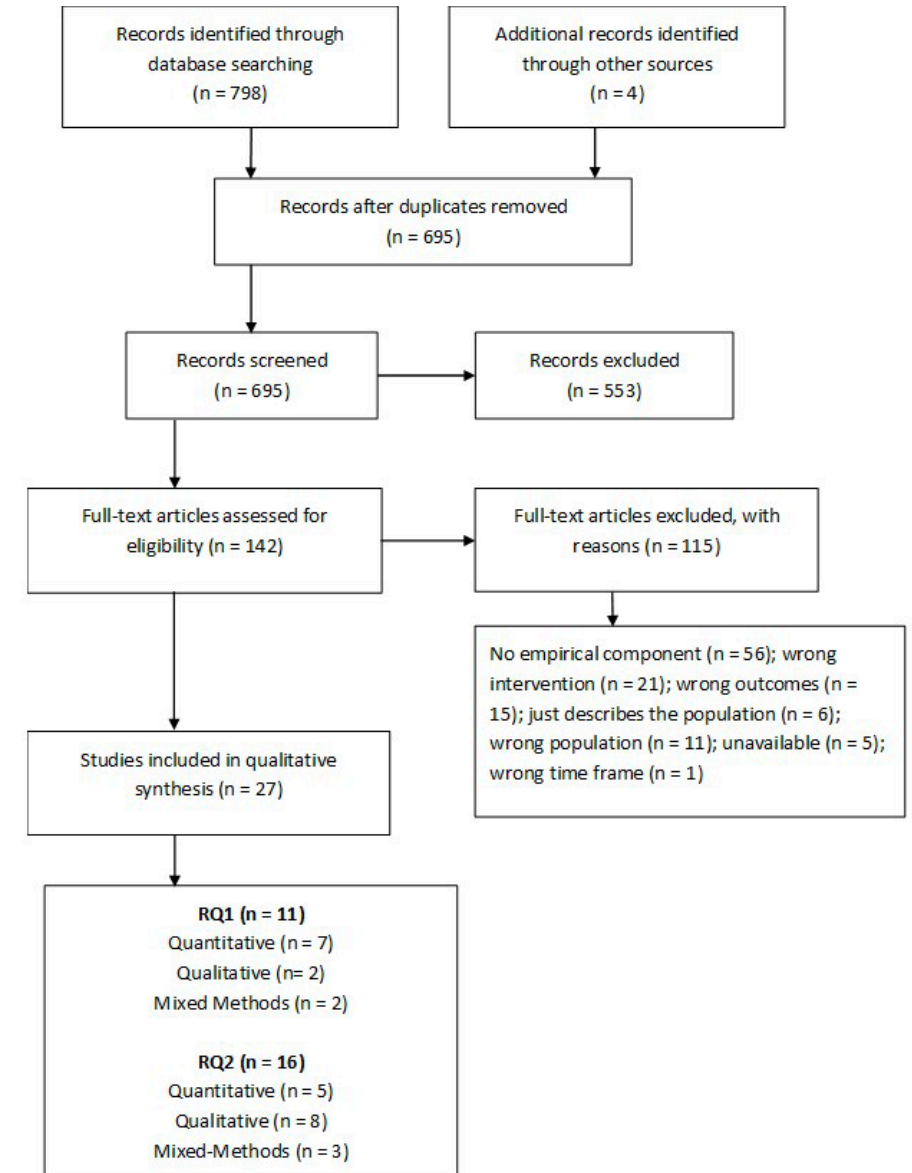
Scoping Review

Research Question 1 (RQ1):

What evidence-informed practices exist for successful community reentry (phenomenon of interest) for justice-involved youth, adolescents, and young adults with disabilities (ages 14-24) (population), in the United States (context)?

RQ2:

What are the experiences and needs of justice-involved individuals and the stakeholder/practitioner groups that provide services to them?



Scoping Review: Some Research/Policy Challenges

Defining “justice-involved” youth:

Arrested? Adjudicated? Facility/residential placement? Open cases in adult court, juvenile justice arm, family court, child and family services? Pre-adjudicated services? Alternatives to detention? Diversion? Community-based placement? Court oversight?¹

Defining Outcomes:

Youth may simultaneously be involved with courts, education, probation, child welfare, developmental disability or mental health agencies, etc. Often with different outcomes, progress measures, and case management procedures, with heavy emphasis on recidivism and short-term employment.²

Limitations of “risk-based” emphasis

Research specific to justice-involved youth with disabilities overwhelmingly situates interventions in a medical/psychiatric and criminological frameworks of behavioral intervention.

Scoping Review ⁽²⁾

Evidence-informed practices observed in the qualitative synthesis:¹

Enhanced transition services that integrate academic, behavioral/social, and vocational goals;²

Rapid and long-term person-centered and individualized transition planning from a transition specialist;³

Self-determination, record sharing, and immediacy in post-release planning;⁴

Early community engagement;⁵

Wraparound services that integrate and coordinate diverse youth/family needs;⁶

Support for high school completion.⁷

Discussion Question #1

How do you (or the agency you work for) define “justice involvement” for youth?

Discussion Question #2

How do you (or the agency you work for) define outcomes for justice-involved youth? How about justice-involved youth with disabilities?

Employment and Training

- Justice-involved and multiple-systems involved youth with disabilities have lower reentry outcomes in independent living, education, work, lifetime earnings, etc.¹
- Employment is a significant factor in decreasing recidivism.²
- Quick re-engagement with positive community experiences (e.g., employment, education) contributes to lower recidivism and better life outcomes.³
- Justice-involved youth have fewer opportunities for work/ skills-building experiences (internships, apprenticeships).⁴

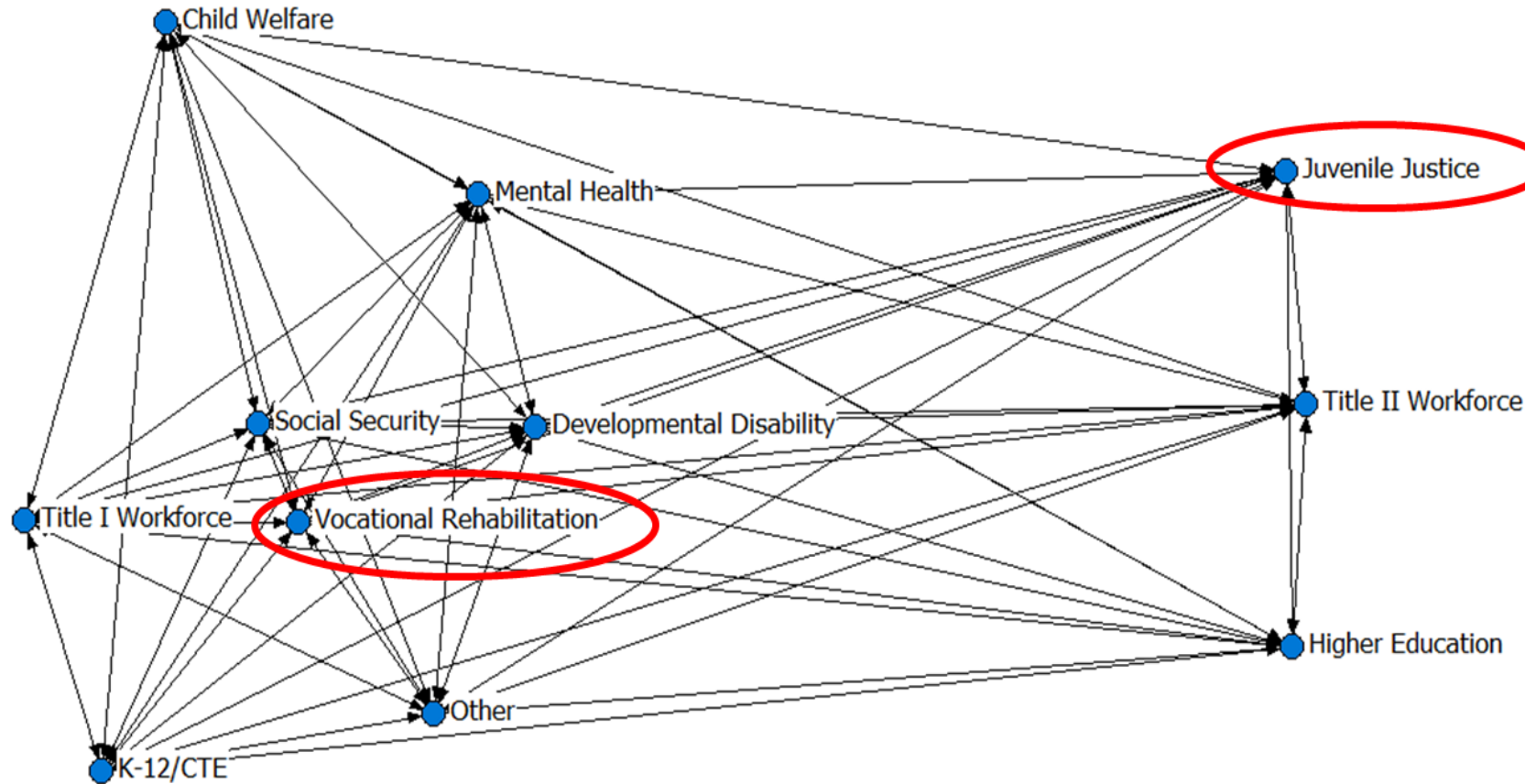
Accessing Vocational Services

- **WIOA:** placed new emphasis on providing training and educational services to underserved and unserved populations, particularly youth in high-risk categories, such as high school dropouts, justice-involved youth, and foster care youth.
- Justice-involved youth are less likely to access vocational rehabilitation (VR) and other disability-focused human services than other groups.¹
- **2018 Cornell Survey:** Vocational Rehabilitation Counselors (VRCs) and Community Service Providers (CRPs) in New York State ($n = 489$) reported lower levels of training and confidence in serving justice-involved youth with disabilities than other diverse groups.²

Interagency Collaboration

- **Cornell Study:** Based on national survey of supervisory and frontline staff at youth-serving agencies ($n = 338$) found that VR/workforce and juvenile justice agencies are some of the least frequent collaborators.¹
- Follow up qualitative study in ten states ($n = 64$ total participants) identified common thematic challenges to collaboration between VR/workforce and juvenile justice.²
- **These included:** (1) data and information sharing barriers; (2) lack of formal interagency agreements to facilitate communication and coordination; (3) silos and lack of awareness of services, outcomes, eligibility issues, etc.

Interagency Collaboration (2)



Source: Shaw, Saleh, Osmani, & Jackson. Youth and adult transition systems collaboration study: Preliminary findings. CAPE-Youth (funded by U.S. Department of Labor, ODEP). <https://capeyouth.org/>

Discussion Question #3

What is the nature of collaboration between your agency and juvenile justice?

- A. Informal collaboration
- B. Formal agreement (MOU, MOA)
- C. Shared or braided funding
- D. Other

Ready for Wages:
An Employability
Social Skill
Curriculum for
Youth Involved in
Juvenile Settings





Employment is
a PROTECTIVE
factor for
justice-involved
youth



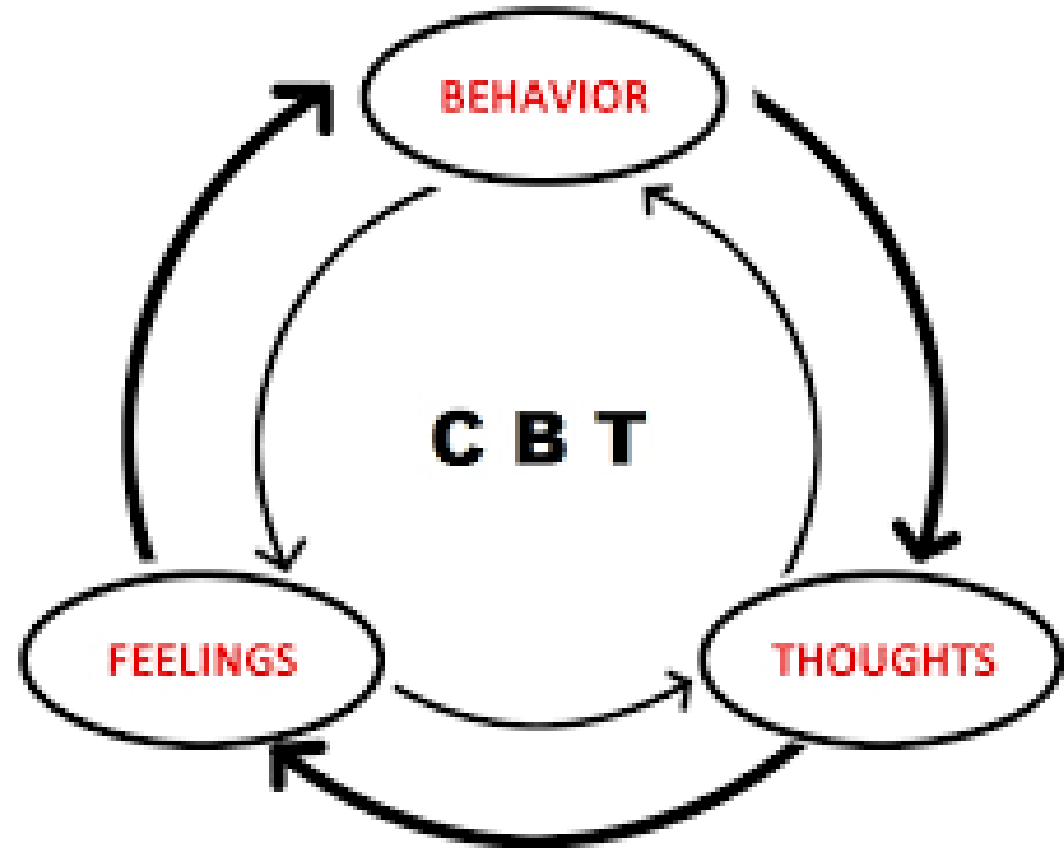
Ready for Wages targets workplace skills of:

- Self-regulation
- Effective Communication
- Teamwork
- Problem-solving

Ready for Wages
teaches how to
KEEP a job; just not
how to **GET** a job



Developed with the tenets of Cognitive Behavioral Therapy: an evidence-based practice for justice-involved youth



Wages Curriculum

14 activity-based lessons that take approximately 50 minutes per lesson

Lessons aligned with Pre-ETS tenets

Aligned with Common Core Career Standards

On-line, asynchronous training platform for teachers is about ready to be launched!

Disclose or not?: Lessons in Ready for WAGES

Two lessons were created to help youth choose (or not) to disclose their prior involvement in juvenile services

Data are provided about employer's perspectives on hiring justice involved youth

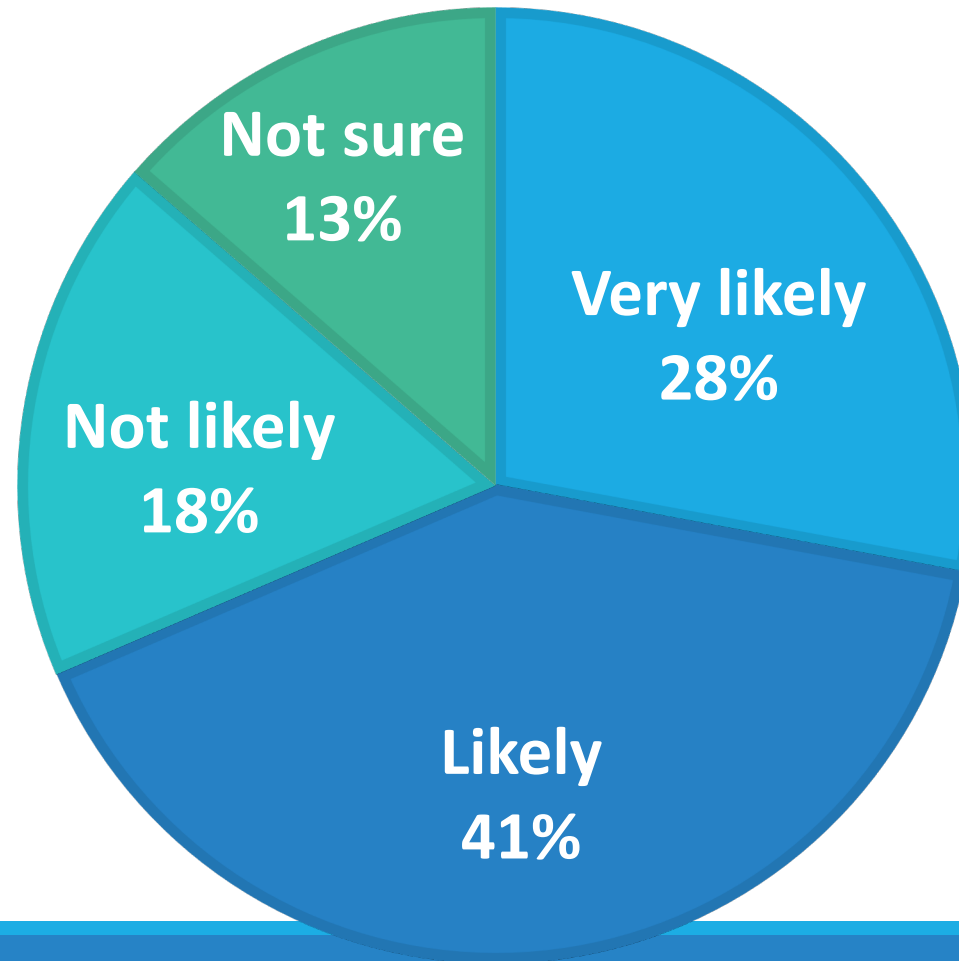
Youth practice a problem-solving strategy about the pros and cons of disclosing

Youth then can practice a strategy for how to disclose their prior/current involvement in juvenile services

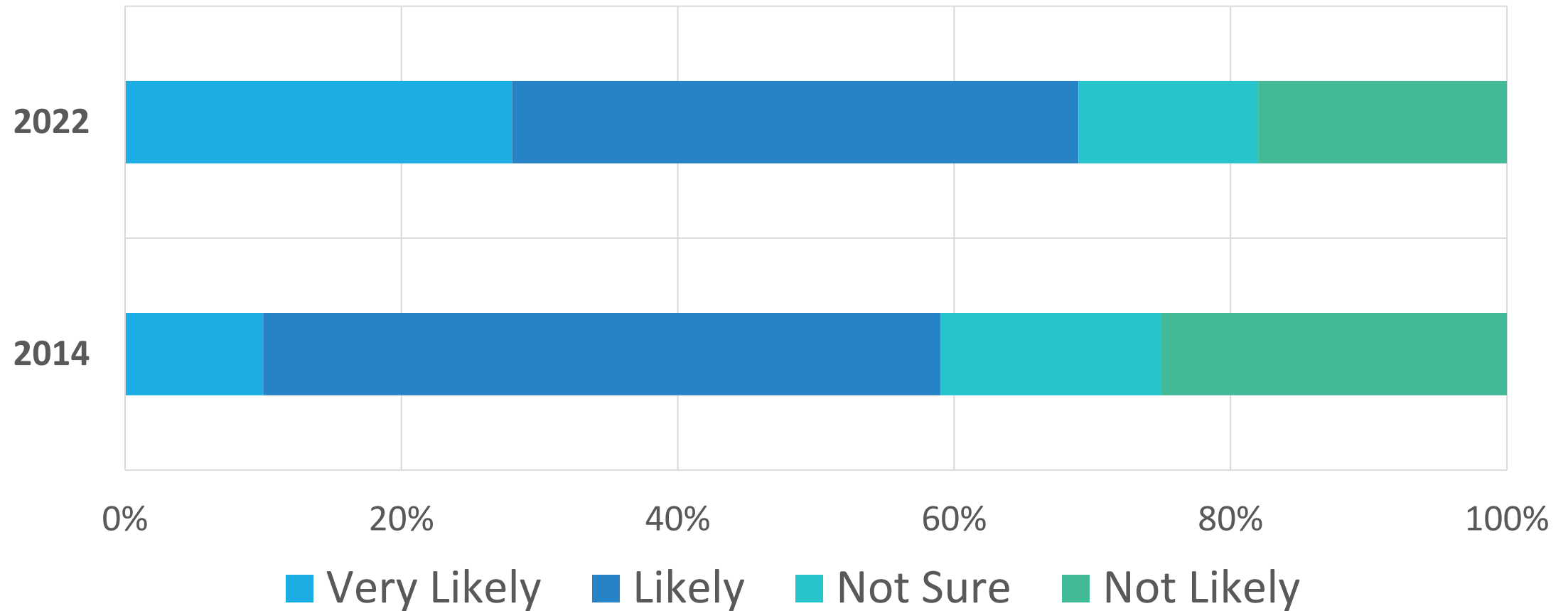
Employer's Perspectives of Hiring Youth involved in juvenile services

- Updating the literature base and curriculum
- N = 1,469 entry level employers
- CEOs, hiring managers, supervisors, and HR personnel
- Data collected from employers across all states

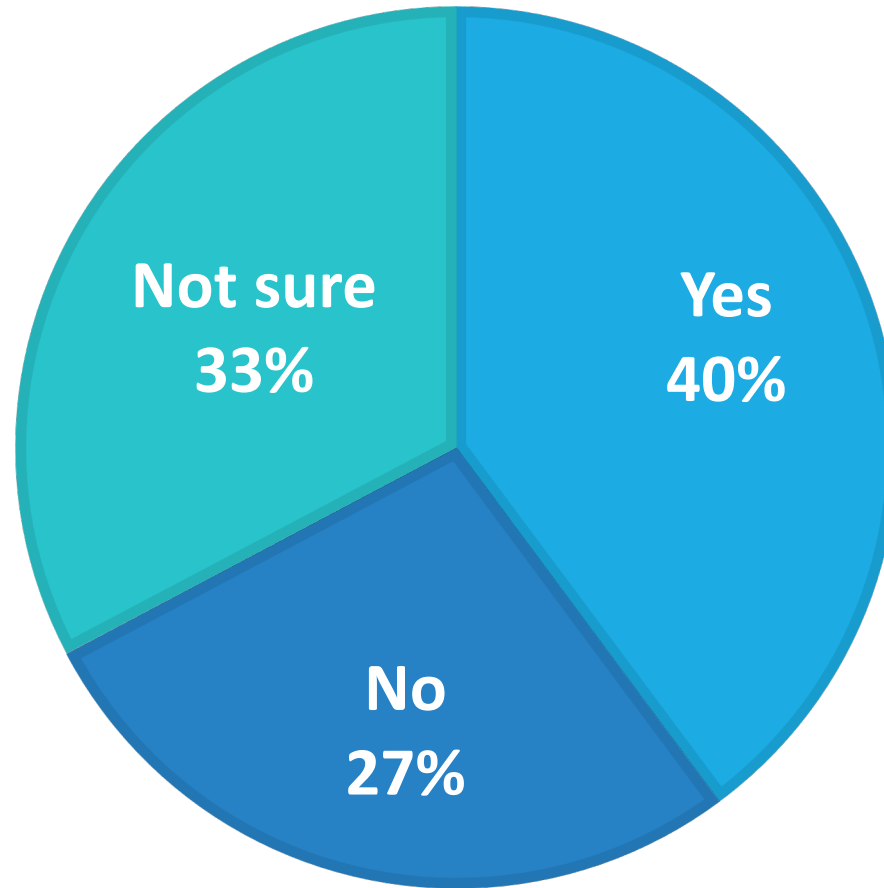
How Likely to Hire Youth who are Justice Involved?



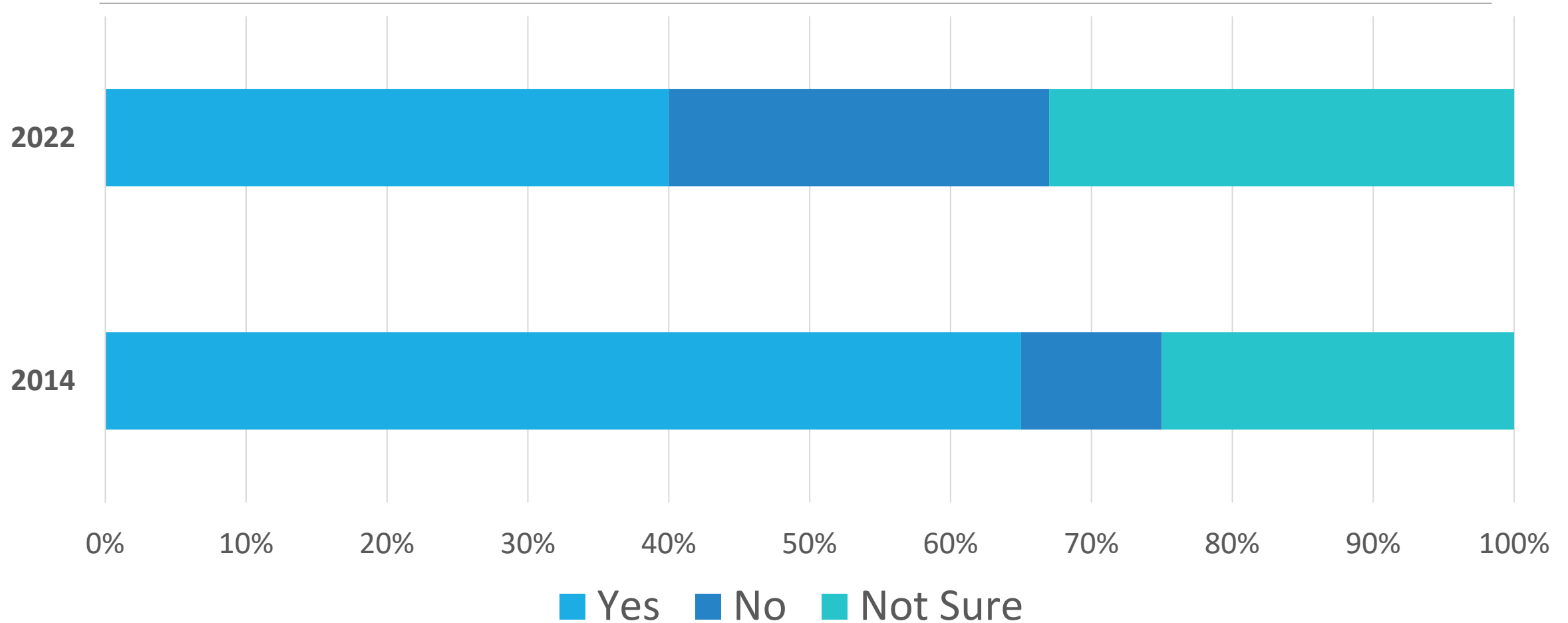
Then & Now: Likely to Hire Justice-Involved Youth



Should Justice Involved Youth Disclose?

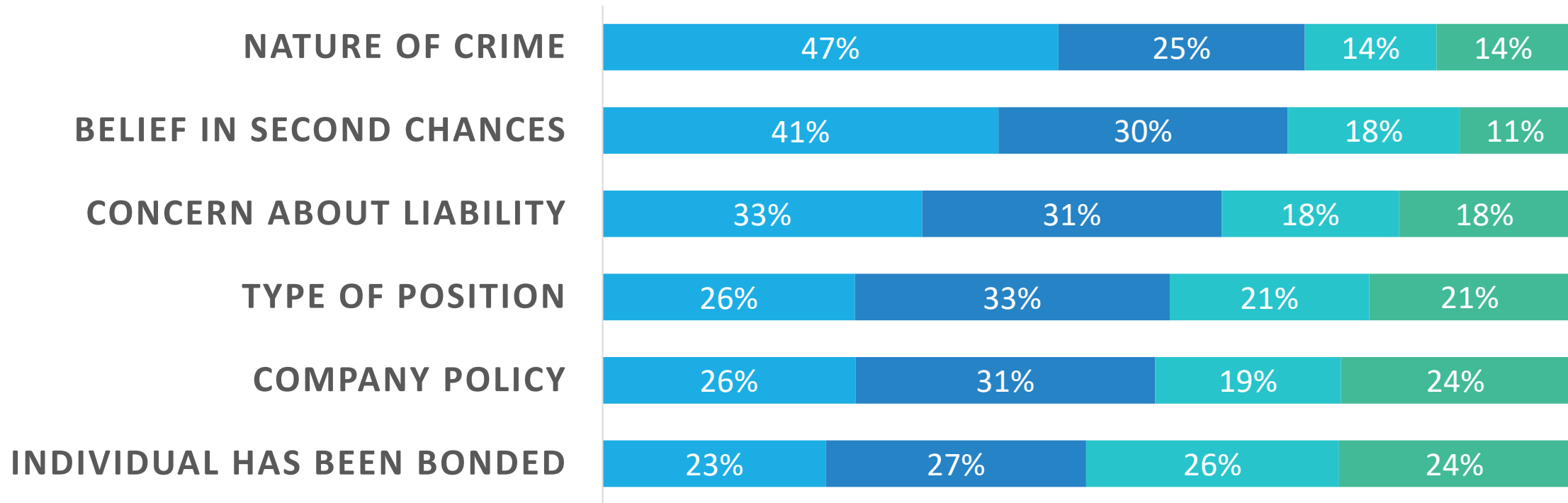


Then & Now: Should Justice Involved Youth Disclose?



Influential Factors on Decision to Hire

■ Very important ■ Important ■ Somewhat important ■ Not important



Next Steps

Copyright procedures are being completed

Asynchronous online training platform for teachers is being evaluated and revised for dissemination

Disseminate!

If you want to be on a dissemination list for the training platform sign-up [here](#).



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Please take a moment to submit your session
Quick Reaction

