

# JUSTICE INVOLVED YOUTH-IN-TRANSITION



April Graham CSW  
DJJS Salt Lake Case Management  
[aprilgraham@Utah.gov](mailto:aprilgraham@Utah.gov)-  
801-265-7576  
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# FOCUS OF PRESENTATION

1. WHAT ARE THE BARRIERS THAT YOUTH HAVE IN TRANSITIONING OUT OF CARE OR RE-ENTRY INTO THE COMMUNITY
2. WAYS TO HELP YOUTH DEVELOP STABILITY FACTORS
3. WAYS TO ORGANIZE SERVICES EFFECTIVELY FOR YOUTH-IN-TRANSITION



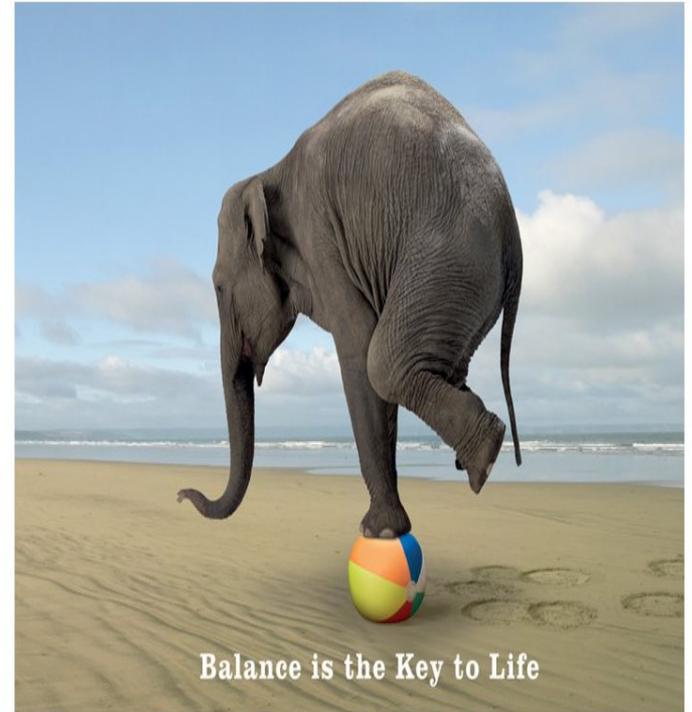


## DEFINITION:

- ***TRANSITION***: IS THE CRITICAL LIFE STAGE WHEN A PERSON MOVES FROM LATE ADOLESCENCE TO YOUNG ADULTHOOD. INDIVIDUALS VARY IN THE AGE OF ONSET AND THE DURATION OF THEIR DEVELOPMENTAL TRANSITION. THE *YOUTH-IN-TRANSITION* ARE YOUTH BETWEEN THE AGES OF 14 THROUGH 25.
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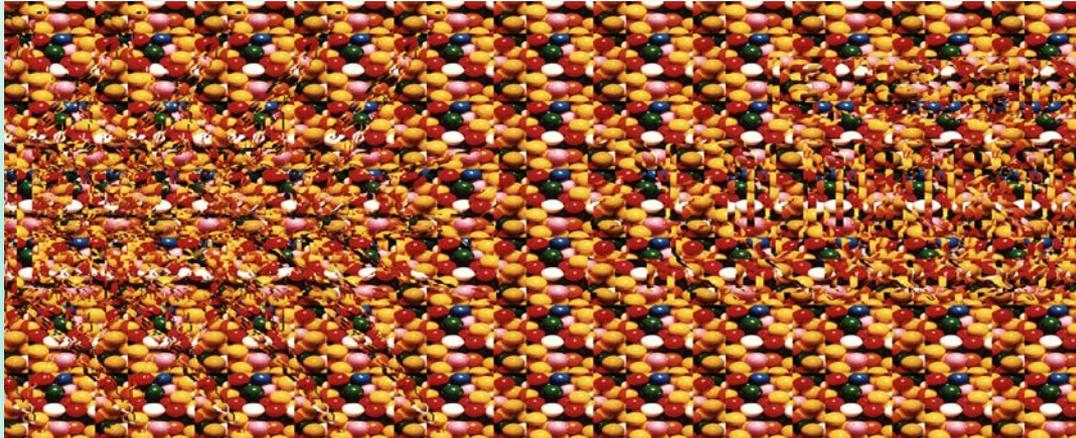
# WHAT WE WANT TO ACCOMPLISH:

- FINDING THE BALANCE: LINKING YOUTH TO THE SUPPORT THEY NEED FOR MORE SUSTAINABLE TRANSITION TO ADULTHOOD, WHILE ADDRESSING CRIMINOGENIC NEEDS TO DEVELOP SKILLS TO PREVENT RECIDIVISM.



# INTERVENTION FOCUS AGE:

- A. 14 TO 16: DISCUSSIONS ON NEED FOR TRANSITION
- B. 16 TO 21: BUILDING SKILLS AND KNOWLEDGE
- C. 21 TO 25: PUTTING KNOWLEDGE AND SKILLS TO USE



What success do you have working with Youth in Transition/Reentry?



# WHAT ARE THE BARRIERS OF TRANSITION?

A construction barrier with a sign that reads "CAN YOU BREAK THROUGH?". The barrier is white with orange diagonal stripes and has two orange lights on top. The sign is white with a black border and black text.

**CAN YOU  
BREAK  
THROUGH?**

# BARRIERS THAT NEED TO BE ADDRESSED?

1. MENTAL HEALTH – 1 OUT OF 10 – MANY CHILDREN DO NOT GET EARLY CARE –LEADS TO NEGATIVE OUTCOMES.
2. LOW INCOME CHILD ARE DISPROPORTIONATELY AFFECT BY SERIOUS EMOTIONAL DISORDERS
3. DRUG USE IS HIGHEST IN PEOPLE IN THEIR LATE TEENS AND EARLY TWENTIES
4. FAMILY CULTURES AND DYNAMICS
5. BRAIN DEVELOPMENT
6. DISRUPTION IN EDUCATION
7. SYSTEM COORDINATION
8. TRAUMA
9. YOUTH CULTURE



# YOUNG PEOPLE WHO ARE IN THE CORRECTIONAL SYSTEM

1. WHEN THEY MOVE TO THE ADULT SYSTEM THEY TEND TO RECEIVE LONGER SENTENCE
2. REARRESTS RATES ARE AS HIGH AS 75% FOR YOUTH RETURNING FROM CONFINEMENT
3. PROFESSIONALS ASSUME THEY ARE OLD ENOUGH AND PREPARED TO BE INDEPENDENT
4. WITHOUT CONTINUED SUPPORT ONLY 30% OF DELINQUENT YOUTH CONTINUE EDUCATION/VOCATION SERVICES
5. 70% OF YOUTH IN THE JUVENILE JUSTICE PLACEMENTS HAVE DIAGNOSABLE MENTAL DISORDER AND  $\frac{1}{4}$  IMPAIRS THEIR ABILITY TO FUNCTION.
6. 25 TO 50% OF YOUTH IN JUVENILE FACILITIES HAVE SIGNIFICANT SUBSTANCE DISORDER AND OFTEN CO-OCCURRING WITH MENTAL DISORDER
7. ABOUT  $\frac{1}{2}$  OF THE YOUTH WHO AGE OUT COMMIT ANOTHER OFFENSE WITHIN A YEAR OF AGING OUT
8. 65% OF YOUTH IN THE JUVENILE JUSTICE SERVICES MAY HAVE PAST OR CURRENT INVOLVEMENT WITH THE CHILD WELFARE SYSTEM.
9. 1 IN 5 YOUTH EXPERIENCE HOMELESSNESS
10. 60% OF YOUTH FINISH HIGH SCHOOL COMPARED TO 87% OF YOUTH NOT INVOLVED IN THE JUVENILE SYSTEM
11. LACK OF PLANNING

# VALUES AND PRINCIPLES IN ESTABLISHING STABILITY:

- A. FAMILY-DRIVEN, YOUTH-GUIDED, PERSON-CENTERED, AND STRENGTH-BASED
- B. COMMUNITY-BASED
- C. INTEGRATED AND COORDINATED
- D. CULTURALLY COMPETENT
- E. RESPONSIVE
- F. OUTCOME-BASED
- G. DEVELOPING FORMAL AND INFORMAL SUPPORT SYSTEM
- H. SAFETY, PERMANENCY, & WELL-BEING



# LINKS, COLLABORATION AND PARTNERSHIPS:

- A. EMERGING ADULTS (YOUNG ADULT)
- B. FAMILIES AND OTHER PERMANENT ADULT RELATIONSHIPS
- C. NON-PROFIT AND ADVOCACY GROUPS
- D. ADULT SYSTEM (MENTAL HEALTH, SUBSTANCE ABUSE, CRIMINAL JUSTICE) TO ESTABLISH STABILITY FACTORS



# ASSESSMENT AND TARGETING NEEDS

- **NEEDS ASSESSMENT SERVICE PLAN:**
  - ID CRIMINOGENIC NEEDS AND PROTECTIVE FACTORS
  - ESTABLISH SKILL BASED GOALS TO LOWER RISK
- **CASEY LIFE SKILLS:**
  - HOUSING AND MONEY MANAGEMENT
  - WORK, CAREER PLANNING AND EDUCATION
  - HEALTH, MENTAL HEALTH AND WELLNESS
  - DAILY LIVING
  - COMMUNICATION, RELATIONSHIPS, FAMILY AND MARRIAGE

# ENGAGING FAMILY AND ADULT ALLIES SUPPORT FOR ENDURING SOCIAL CONNECTIONS

1. CHILD AND FAMILY TEAM MEETINGS – ENGAGING CLIENTS TO RUN THEIR MEETINGS, AND IDENTIFYING THEIR SUPPORT
2. SUPPORTING THE IDENTIFICATION OF APPROPRIATE CAREGIVERS – WE SHOULD NOT **ASSUME** BIO PARENTS ARE THE **ONLY OR MOST APPROPRIATE** OF THEIR ADULT TEAM.  
[HTTPS://WWW.FOSTERCLUB.COM/FILES/PERMPACT\\_0.PDF](https://www.fosterclub.com/files/permpact_0.pdf)
3. REQUIRING FAMILY INVOLVEMENT IN SYSTEM DECISIONS – OBTAIN FAMILY BUY-IN AND SUPPORT.
4. ENCOURAGE FAMILIES TO TAKE A MORE ACTIVE ROLE
  - FAMILY AND ADULT ALLIES INCREASE SOCIAL CAPITAL
  - SOCIAL CAPITAL – ADULT MENTORING
    - “NOT WHAT YOU KNOW, BUT WHO YOU KNOW”



# STABILITY FACTORS TO BE ADDRESSED

1. CONNECTION TO EDUCATION (INCLUDING POST HIGH SCHOOL) AND VOCATIONAL SERVICES
2. COMMUNITY SUPPORT AND POSITIVE ADULT CONNECTIONS (IMPROVE FAMILY RELATIONSHIPS)
3. LIFE SKILLS – CASEY LIFE SKILLS ASSESSMENT
4. DRUG REHABILITATION
5. HOUSING
6. TRANSPORTATION
7. MENTAL HEALTH LINKAGE IN THE COMMUNITY
8. HEALTH CARE/MEDICATION
9. ADDRESSING CRIMINOGENIC NEEDS
10. ACQUIRING ESSENTIAL PAPERWORK (I.E BIRTH CERTIFICATE, STATE ID, SOCIAL SECURITY CARD, MEDICAL RECORDS, AND SCHOOL RECORDS).
11. EXPUNGEMENT



# FACILITY VS COMMUNITY PARTNER

- FACILITY ROLE:

- SHOULD BE TO ID STABILITY FACTORS
- SET APPOINTMENTS
- DEVELOP ANY SKILLS THAT CAN BE PRIOR TO RELEASE
- GATHER ANY DOCUMENTS
- ENGAGE FAMILY

- COMMUNITY PARTNERS:

- FOCUS IS ON MAINTAINING STABILITY IN THE COMMUNITY
- HAND HOLDING AT FIRST
- HELPING YOUTH PROBLEM SOLVE

# CHILD & FAMILY TEAM MEETING

1. WHO ARE THE PLAYERS?
2. CLIENT AND FAMILY LED
3. DEFINED ROLE – WHO WILL BE DOING WHAT
4. LINKS TO STABILITY FACTORS– ESTABLISHED APPOINTMENTS PRIOR TO MOVEMENT
5. CLEAR EXPECTATION OF CONDITION OF SUPERVISION
6. SCHEDULE NEXT MEETING



# SYSTEM SUPERVISION IN TRANSITION

1. ESTABLISH APPROPRIATE CONDITIONS OF COMMUNITY SUPERVISION THAT:
  - *IDENTIFY RISK FACTORS – WHAT SKILLS NEED TO BE DEVELOPED*
  - *RESOURCES NEEDED*
  - *IDENTIFY THE ROLE OF EACH MEMBER OF THE TEAM AND WHAT THEY ARE GOING TO DO*
  - *WHAT THINGS STILL NEED TO BE ACCOMPLISHED*
2. REPOSITION THE ROLE OF THE SUPERVISION OFFICER
3. INSTITUTE GRADUATED RESPONSES TO YOUTH BEHAVIOR – DEFINE REWARDS AND CONSEQUENCES



# CORRECTIONAL EDUCATION

1. RECORDS NEED TO BE GATHERED PRIOR TO TRANSITIONING OUT OR TO A NEW FACILITY (TRANSCRIPTS, BIRTH CERTIFICATES, SSC, IEP ETC).
2. TIMELY ENROLLMENT WITH CONSIDERATION OF THE END OR BEGINNING OF SEMESTERS
3. YOUTH WHO CAN SUCCESSFULLY ENGAGE IN SCHOOL AFTER INCARCERATION CAN ENHANCE STABILITY IN THE COMMUNITY



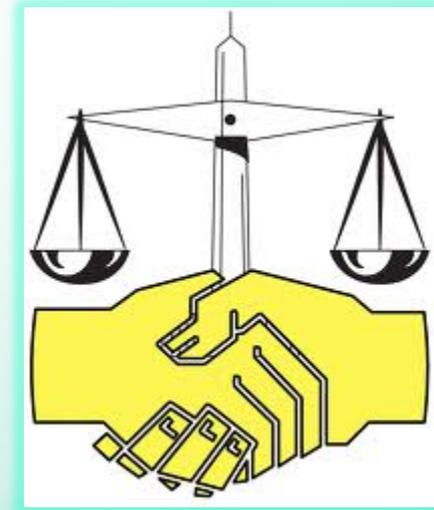
# WORKFORCE DEVELOPMENT

- A. SKILL SETS AND KEY KNOWLEDGE FOR ADMINISTRATORS, SUPERVISORS, AND LINE STAFF
- B. COACHING/TRAINING/SUPERVISION



# PROCEDURAL JUSTICE

- VOICE
- NEUTRALITY
- RESPECT
- TRUSTWORTHINESS



# REFERENCES:

- ALTSCHULER, D., STANGLER, G., BERKLEY, K., & BURTON, L. (2009). SUPPORTING YOUTH IN TRANSITION TO ADULthood: LESSONS LEARNED FROM THE CHILD WELFARE AND JUVENILE JUSTICE. *CENTER FOR JUVENILE JUSTICE REFORM, APRIL 2009.*
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- [WWW.FOSTERCLUB.COM/FILES/PERMPACT\\_0.PDF](http://WWW.FOSTERCLUB.COM/FILES/PERMPACT_0.PDF)