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

Presentation for the 2018 Annual Conference on Advancing School Mental Health

JoAnne Malloy
Kathy Francoeur
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)
Risk & Protective Factors For Delinquency

- Community
- School
- Family
- Peers
- Individual: Beliefs Dispositions
Ecological Model of Exposure to Violence

- **Exposure to violence-home and community**
  - Youth learns to adjust with socially inappropriate responses
  - Increased isolation, anger, behavior problems
  - Negative responses from parents, schools-increased punishment
  - Aggressive behavior, disturbed relationships
  - Depression, withdrawal
  - Anxiety: impacts child’s development
    - Learning and self-view
    - Increased isolation, anger, behavior problems
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 juvenile justice 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

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

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.

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
- School-to-Career
- Interagency Collaboration
- Disability and Civil Rights
- System of Care
- Education Transition
- Youth and Family
- Transition System of Care
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
- 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

Guiding Principles:
- Self-determination
- Community inclusion
- Strengths-based care
- Unconditional care
- Flexible Funding/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
RENEW: Systems Context

- Supports and interventions for children, youth in high-risk groups, and their families
- Individualized Supports
- Education, Prevention, Health Promotion
- Supports for FEW
  - MOST INTENSIVE NEEDS
- Supports for SOME
  - LEAST INTENSIVE NEEDS
- Supports for EVERYONE
  - RENEW: Youth/Team Driven Planning and Supports
RENEW I
MHC Capacity Building Project
2 Agencies Created:
Financing Mechanisms
Fidelity Tools
Trained Facilitators

Outcomes RENEW I: 61 Youth Served
RENEW II Awarded 9-2010
RENEW II outcomes: 6 CMHCs
67 youth served

9-2009
Added 2 more CMHCs

10-2008

RENEW II Awarded: Add 3 more CMHCs

6-2010

RENEW II outcomes: 6 CMHCs
67 youth served

RENEW III Awarded: Systems Improvements
6 CMHCs

10-2010 - 2013

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

10-2010

8 CMHCS Participate
211 Youth Served
School MOUS

2012

RENEW III Awarded: Systems Improvements
6 CMHCs

10-2013

8 CMHCS Participate
211 Youth Served

2015

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

9-2010

10-2010

2016

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

10-2012 - 2013

10-2015

9/10 CMHCS Participate
293 youth served

10-2016

9/10 CMHCS Participate
293 youth served

3-2015

2012

2015

03/2013
Updated RENEW Practice Profile

03/2013
Updated RENEW Practice Profile

11/2011
First RENEW Practice Profile

11/2011
First 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 social processes, meaning making in context, and culture. (discourse analysis, Gee, 2005)
Case Example: “T”

T’s History

4 years old
- Dad lost
  - Nana
  - Uncle George
  - Not allowed at funeral...

6 years old
- Mom married Mike

12 years old
- Dad threw me out
- Went to live with Mom
- Didn’t talk for a year
- Mixed feelings

14 years
- Got arrested on probation

15 years
- Grammy & Grandpa passed away
- Mom in hospital
- Went to placement 41 days

Now 15 1/2
- Dad contacted ME!
- Happiness
**Strengths & Accomplishments**

- Writing
- Relaxing
- Ice Skating
- Volley Ball
- Cooking & Baking
- Reading
- Helpful
- Math

**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
People in My Life: My Resources
<table>
<thead>
<tr>
<th>Works</th>
<th>Doesn't Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking</td>
<td>Being 😞 yelled at when</td>
</tr>
<tr>
<td>→ When I'm stressed</td>
<td>I am off task or</td>
</tr>
<tr>
<td>frustrated,</td>
<td>doing something wrong.</td>
</tr>
<tr>
<td>confused</td>
<td></td>
</tr>
<tr>
<td>Given a 5 → &quot; &quot; minute break</td>
<td></td>
</tr>
<tr>
<td>Given choices of tasks,</td>
<td>Given negative alternatives</td>
</tr>
<tr>
<td>work to do</td>
<td>&quot;Do this or go to the office&quot;</td>
</tr>
<tr>
<td>On learning</td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>Lecture learning...</td>
</tr>
<tr>
<td>Allowed to help with</td>
<td>Teachers asking me to repeat</td>
</tr>
<tr>
<td>tasks if when off task</td>
<td>things for the class</td>
</tr>
<tr>
<td>Things down help me remember</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can't learn if too much talking</td>
</tr>
<tr>
<td></td>
<td>&amp; noise in class...</td>
</tr>
</tbody>
</table>
Fears & Concerns

- Probation
- Trusting
- No Family
- Love
- Others
- Hating
- Others
- Stress
- Me
Goals & Next Steps

- Get off Probation
- Look into Nursing Career
- Get a Job...
- Get Good Grades
- Test at "A"
- Win Power to stay out of Trouble
- Get my Driver's Licenses

Goals This Year
Next Steps

Goal: Get of Probation

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

2. Stay away from trouble!
   - Better friends → Volleyball team
     → Best friend
   - Strategies to “say no” → Best friend
   - Get a job
   - Stay busy

3. Get a job → Supportive employment
   - Look for job → Mom, FSS Worker, VR
   - Internship @ hospital → Voc program
     → Eco Coordinator
   - Create resume
     → English, Computer Teacher, VR, FSS
     → Aunt
One Youth’s Narrative: Manny’s History

13 years old - violated
- Came out shackles and handcuffs
- actually out quite a bit of
- afraid of another
freedom

- afraid of not
- sleeping parents

- went home
-court date
- missed Court date
- went to Malby Farm

- knocked sense
- in to me

- Drug abuse therapy
- 2 min. every day

- Group therapy

- Probation
- Shot kid w/ Began

- Broth died from
- 13 at age of 16
- Drug abuse
- Got stabbed in Lawrence
- Gay related

- always in trouble
- Robbery
- Stealing cars
- Shoplifting
- Caught at
- least once for all 3
- drug use - coke
- pot

11 or 12 started getting

in trouble

- Started because of
- relieved stress

- Last I knew 1st bro & 2 sis
- 12
- 13
- Lawrence
- Stayed at their mother

- Real Dad has
- other whole family
- in Lawrence - 2 kids

- Mom & step-dad knew each other
- Since preschool
**Manny’s Strengths and “Triggers”**

<table>
<thead>
<tr>
<th>What works</th>
<th>Doesn’t work</th>
</tr>
</thead>
<tbody>
<tr>
<td>- hands-on</td>
<td>- note-taking (teacher going too quickly)</td>
</tr>
<tr>
<td>- group projects</td>
<td>likes working with others</td>
</tr>
<tr>
<td>- reading (Twilight Series)</td>
<td>- criticized like I'm dumb</td>
</tr>
<tr>
<td>- write lyrics</td>
<td>Rap [3rd grade paper, essay]</td>
</tr>
<tr>
<td>- dancing</td>
<td>hip hop</td>
</tr>
<tr>
<td>- independent work</td>
<td>quiet</td>
</tr>
<tr>
<td>- music helps focus</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Future Plans / Dreams**

- Hip & funky
- Men's place

Barbara's license

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

Apt. -

Coach / TV comforts
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 feel better than before I felt better....

Ms. West: You do, that’s great

Manny: I don’t know why but I felt better...

Mrs. Fairchild: Manny that’s huge...

Manny: I don’t know why but I felt better...

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

<table>
<thead>
<tr>
<th>Negative Reciprocity</th>
<th>Positive Reciprocity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Acts of Avoidance:</td>
<td>Social Acts of Engagement:</td>
</tr>
<tr>
<td>Ignoring</td>
<td>Offering/giving help</td>
</tr>
<tr>
<td>Mitigating/minimizing</td>
<td>Help seeking</td>
</tr>
<tr>
<td>Rejecting help</td>
<td>Sharing strengths and challenges</td>
</tr>
<tr>
<td>Withdrawing effort</td>
<td>Responding to the other</td>
</tr>
<tr>
<td>Arguing</td>
<td>Expressing gratitude</td>
</tr>
<tr>
<td>Keeping “score”</td>
<td>Engaging in problem solving</td>
</tr>
<tr>
<td>Labeling</td>
<td>Truth telling</td>
</tr>
<tr>
<td>Lying</td>
<td></td>
</tr>
</tbody>
</table>
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

Youth with 1+ Futures Goals Met

Period

Pct Youth Completed Goals

PE P1 P2 P3 P4

Youth with 1+ Probation Goals Met

Period

Pct Youth Completed Goals

PE P1 P2 P3 P4
Social Justice Lens

Institutionalized Exclusion versus Understanding Needs, Cultural Diversity, and Developing Competence
Institute on Disability: RENEW Implementation Model

**Exploration & Adoption**
- 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

**Installation**
- 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

**Implementation**
- 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

<table>
<thead>
<tr>
<th>Project</th>
<th>Target Population</th>
<th>Main Findings</th>
<th>Studies</th>
</tr>
</thead>
</table>
| **RENEW Research and Demonstration Project U.S. Department of Education (95-98)** | Youth, ages 15-21, with Severe Emotional Disturbance (SED)                        | • High School Completion  
| **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
• Like us on Facebook:  https://www.facebook.com/IOD.RENEW
• Follow us on Twitter: https://twitter.com/RENEW_IOD
• RENEW website:  www.renew.unh.edu
• For further questions please contact us at iod.renew@unh.edu
Contact us!

JoAnne M. Malloy, PhD
Clinical Assistant Professor
UNH Institute on Disability
56 Old Suncook Rd.
Concord, NH 03301
603-228-2084 X 27
Joanne.malloy@unh.edu

Kathy Francoeur, M.Ed.
PBIS Trainer/RENEW
Trainer/SWIS facilitator
Institute on Disability
University of New Hampshire
10 West Edge Drive
Durham, NH 03824
(603) 862-0318
Kathryn.Francoeur@unh.edu