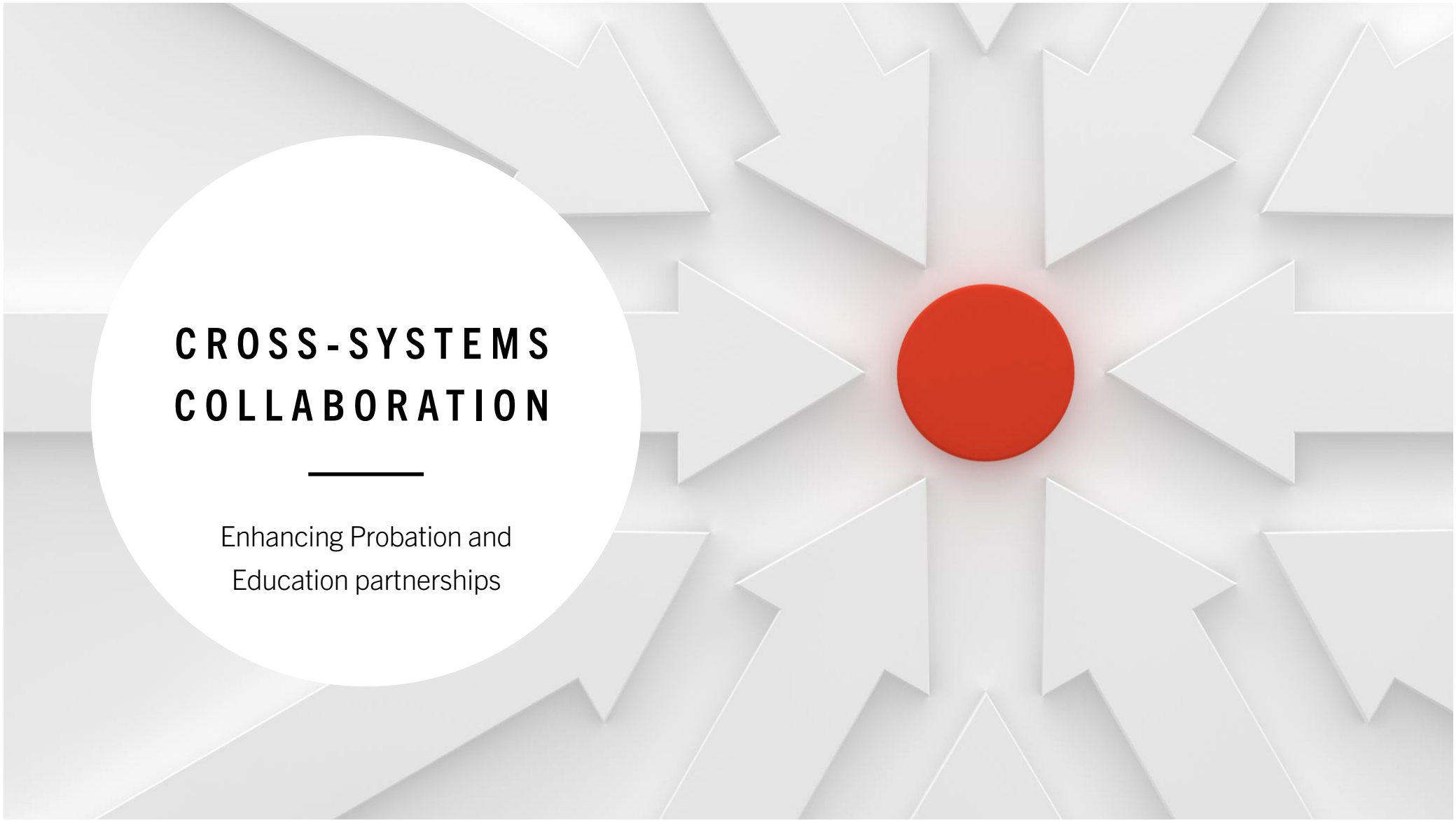

CROSS-SYSTEMS
COLLABORATION
Enhancing Probation and
Education partnerships

JUVENILE PROBATION FACTS

Youth on Probation:

- Are between the ages of 11 and 18 at the time of offense.

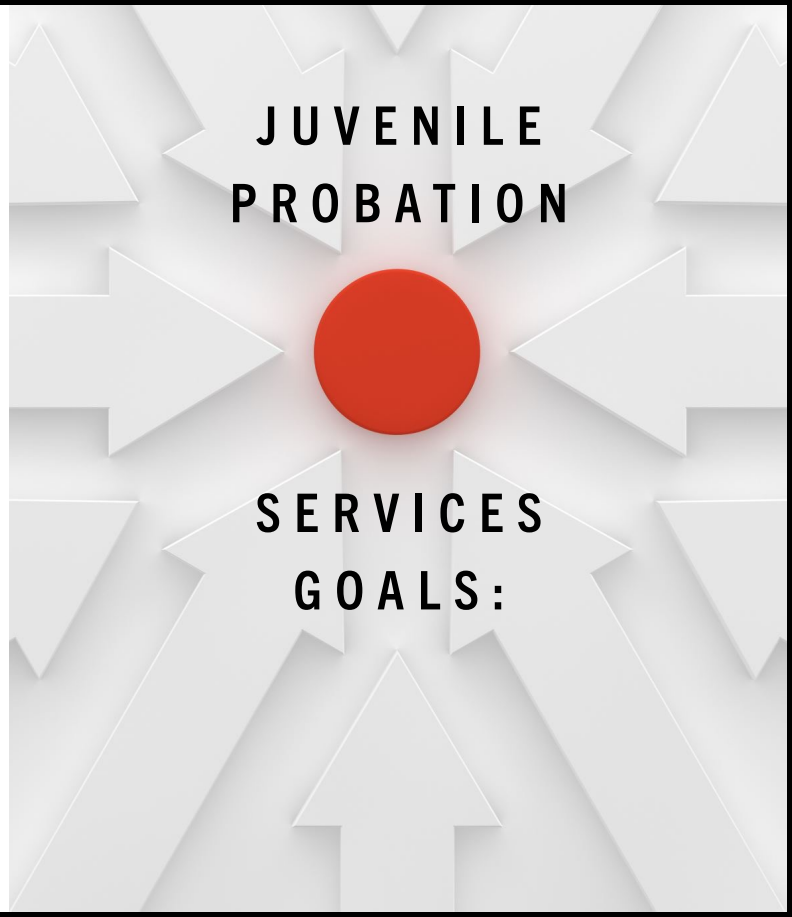
  (Nebraska Revised Statute §43-247)

  - Youth 10 and under cannot be placed on probation
  - Courts can order youth to remain on probation to the age of majority
    - age 19 in Nebraska

- Have specific court-ordered conditions.
  - Probation officers supervise youth according to those conditions.
- Are NOT wards of the state.

To prevent juveniles from returning to the juvenile/criminal justice system by:

- **Engaging** juveniles and their families in the court process,
- **Eliminating barriers** to accessing effective treatment and services, and
- **Partnering** with educational and community stakeholders.



17% Status Youth (Truancy, Runaway or Ungovernable)

70% Misdemeanor, Infraction, or Traffic

13% Felony

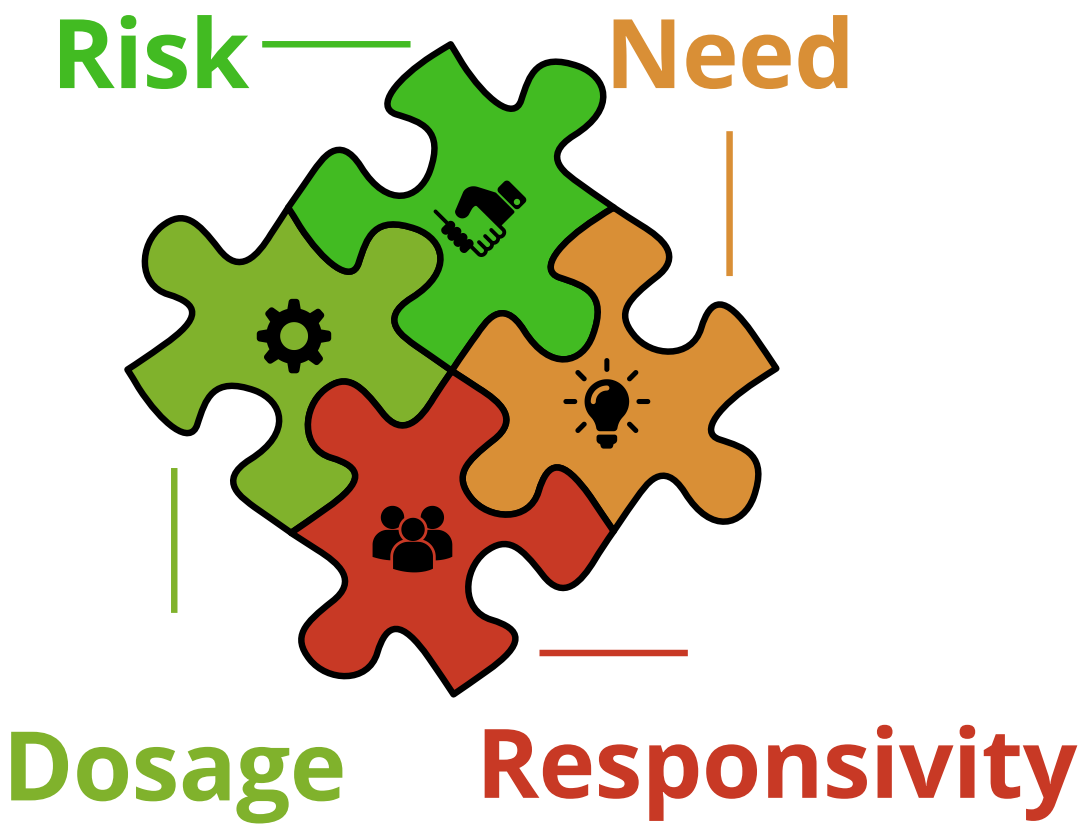


ADJUDICATION 4-YEAR AVERAGE: FY 21-24

~~JUVENILE PROBATION OFFICER~~ TEACHERS ARE:

- Highly-skilled and trained professionals.
- Experts in assessing ~~risk/need/responsivity~~. educational/behavioral needs
- Engaged in relationship building to promote behavior change. (youth & family)
- Knowledgeable in adolescent brain development.
- Trained to use goal setting and skill building ~~to enhance community safety~~.
- Engage with parent/guardian to increase positive outcomes.

The Risk, Need, Responsivity Model (RNR)



Risk
Who should we target?

Need
What should we Target?

Responsivity
How should we do it?

Dosage
How much?

The Risk, Need, Responsivity Model (RNR)



Risk

Who should we target?

- Probation utilizes the YLS/CMI
  (Youth Level of Services/Case Management Inventory)
- Validated tool that assesses a youth's risk to reoffend

Static Factor

1. Criminal History

Dynamic Factors: Can be impacted or changed

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Join by Text Send **juliesmith338** and your message to **22333**

7.

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

The Risk, Need, Responsivity Model (RNR)



- How does this align with the work you do as educators?
- How does this compliment your work?
- What information might we share to help us each achieve better outcomes?

Risk

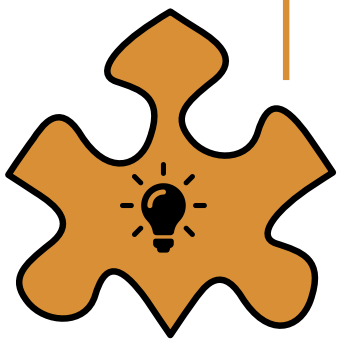
Who should we target?

- Probation utilizes the YLS/CMI (Youth Level of Services/Case Management Inventory)
- Validated tool that assesses a youth's risk to reoffend

1. **Criminal History**
2. **Thoughts & Beliefs**
   - Values, Beliefs, Thoughts and Feelings
3. **Coping & Self-Control**
   - Pattern and history (frequency, duration and intensity)
   - How we control or do not control our behaviors
4. **Friends**
5. **Family/Relationships**
   - Parenting, Family Norms and Relationships
6. **Education/Employment**
7. **Leisure/Recreation**
   - Use of Free Time
8. **Substance Use**
   - Influences other factors and creates barriers but NOT highly correlated to recidivism on it's own

The Risk, Need, Responsivity Model (RNR)

Need



Need

What should we Target?

- Use a secondary tool to help us identify a "Driver"
- Allows us to focus interventions on factors most associated with that youth's risk reoffend

Truancy Example:

Youth A

- Frequent fights, bullied by peers at school, fearful to attend
- **Coping/self-control**

Youth B

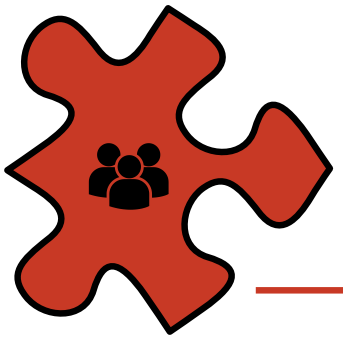
- Learning disabilites making school difficult, displays task refusal and truancy
- **Thoughts/Beliefs**

Youth C

- Skipping school to use substances with older friends
- **Friends**

The intervenion for each youth would be very different because of the driver

The Risk, Need, Responsivity Model (RNR)



Responsivity

Factors Impact Outcomes

But alone do not correlate to increased risk for recidivism.

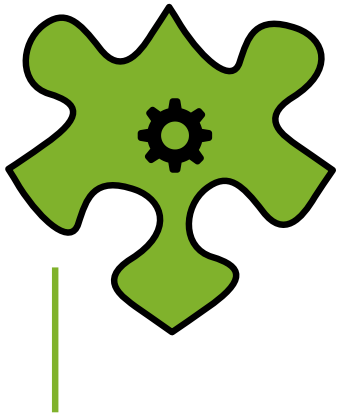
Responsivity

How should we do it?

- What other factors may impact success?

- Demographics
- Poverty
- Housing insecurity
- Learning styles
- Cognitive Functioning
- Motivation
- Mental Health
- Trauma
- Unmet basic needs
- Lack of transportation
- Language barriers
- Gender specific factors

The Risk, Need, Responsivity Model (RNR)



Dosage

How much?

- Goal is to balance early intervention and proactive engagement necessary to disrupt delinquent behaviors
- Without over-superving or criminalizing normal adolescent behavior

Over-supervision can lead to negative outcomes

Dosage

- What is happing in the educational plan that would contribute to dosage?

EFFECTIVE INTERVENTION ARE:

Evidence-Based

- Model new skills and behaviors
- Family-based approaches that train appropriate techniques
- Cognitive behavioral approaches that target assessed risk

Developmental Approaches

- Build upon strengths and natural supports
- Provide positive and enjoyable alternatives to delinquent behavior
- Avoids criminalization of normal adolescent behaviors

Fall into 2 categories- Learning/Doing or Attaching/Belonging



Partner with **Educators** to ensure every youth has the experiences we know lead them to productive and law-abiding adulthoods.

Collaboration Opportunities

for community supports, schools and other support systems

01

All play an important role in **teaching** and **reinforcing** the development of desired behaviors

02

Support the achievement of personal, probation, and educational goals

03

Engage with probation officer to **share** strengths and needs

04

Engage as a team member at probation Family Team Meetings

Educational Collaboration Opportunities
With Probation Officers

01

Attend

- School meetings with the parent
  - Individualized Education Plans (IEP's)
  - Behavior Intervention Planning (BIP)
  - Manifestation Meetings

02

Participate

- In multidisciplinary team (MDT) meetings involving experts from local agencies and stakeholders

03

Provide

- Supportive interventions including skill building
- Support school staff to deescalate and manage disruptive behaviors

04

Problem Solve
Barriers

- Transportation
- Mental health
- Family circumstances,
- Peer relationships
- School climate

05

Reinforce

- School success through incentives

ACTIONS OUTSIDE THE SCOPE OF JUVENILE PROBATION

- ✓ Providing alternative education settings
- ✓ Acting as the primary contact for disruptive youth at school
- ✓ Serving as an educational decision-maker

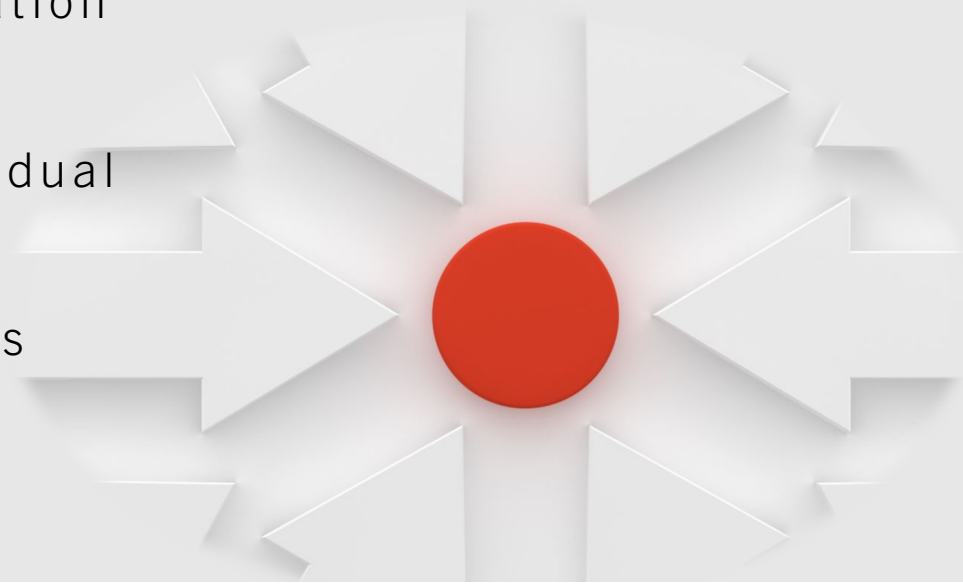


<u>Remember Parents/Guardian(s)</u>

- Remain the primary decision makers & should be the FIRST point of contact.
- Retain all legal rights including educational rights.
- Must sign all consent forms.

KEYS TO LONG-TERM SUCCESS

- **COLLABORATE** and develop unified plans to support success
- Focus on planning using assessed **STRENGTHS AND NEEDS**
- **EMPOWER** the youth and family to become part of the solution
- **SUPPORT** pro-social relationship development
- **ENCOURAGE** personal choice
- **RESPOND** to behavior as communication
- Utilize **PRO-ACTIVE STRATEGIES**
- **ADAPT** the environment to the individual
- Provide targeted **SKILLS TRAINING**
- **LINK** with community-based supports
- Identify **SUPPORT** for caregivers
- Develop **SUSTAINABLE SOLUTIONS**





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