

# Participant Guide

## *Education, Disability and Juvenile Justice*

A Live National Videoconference

*March 6, 2003*

*Produced by*

**EDJJ: The National Center on Education, Disability and Juvenile Justice**



***EDJJ is funded by:***

Office of Special Education Programs (OSEP) of the U.S. Department of Education  
Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice  
Office of Vocational and Adult Education of the U.S. Department of Education

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# **AGENDA**

## **Education, Disability, and Juvenile Justice**

**March 6, 2003**

**\* All times listed are EST and approximate**

- **12:30-1:00 PM Pre-conference Site Activities; Test Slate**
- **1:00-1:02 PM Titles and Welcome**
- **1:02-1:08 PM “Issues” Video**
- **1:08-1:16 PM Panel Discussion-Issues**
- **1:16-1:25 PM “Prevention” Video**
- **1:25-1:45 PM Panel Discussion/Participant Call-in**
- **1:45-1:55 PM “Education” Video**
- **1:55-2:15 PM Panel Discussion/Participant Call-in**
- **2:15-2:25 PM “Transition/Aftercare” Video**
- **2:25-2:45 PM Panel Discussion/Participant Call-in**
- **2:45-2:59 PM “Strategies and Implications” Panel Discussion/Participant Call-in**
- **2:59-3:00 PM Closing Comments/Sign Off**

# Highlighted Programs

## Project SHIELD

Project SHIELD is a Safe Schools/Healthy Students Initiative in Louisville, Ky., funded by the Federal Departments of Education, Mental Health, and Justice. This partnership between schools and community focuses on strengthening the infrastructure of community agencies and the school district, while providing students and families with mental health, safety, and additional education services. The Family Resource/Youth Service Centers are utilized as the core referral agent, linking students/families with community and district services.

The target schools, based on the required criteria, includes 12 elementary schools, 4 middle schools, 2 high schools, and 1 alternative high school.

The Goals of Project SHIELD are to:

- Strengthen infrastructure, including partnerships that concern maintenance of a safe, disciplined and drug-free environment in schools.
- Help students develop skills and emotional resilience to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.
- Ensure that students are able to learn in a safe, disciplined, and drug free environment

## FERRIS SCHOOL

Ferris School, the maximum secure care facility for the state, is located in Wilmington, Delaware on the campus of the Department for Children, Youth and Their Families. The state run facility houses males between the ages of 13- 18 who have failed in other services or placements, been charged with more crimes and been considered by court to need a level 5, the highest security level, placement. The length of stay of the youth is for approximately six months with a transitional living program stay of six weeks.

An ACLU lawsuit detailed conditions in the old Ferris School that were unsafe for youth and staff. The facility was an embarrassment to the citizens of the state of Delaware.

In 1992, Governor Thomas Carper made the improvement of Ferris School a top priority. Ferris School was rebuilt, not just in bricks and mortar, but in goals, staff and programming. With support from the Governor as well as the legislature, a settlement agreement was reached with the ACLU and the Division of Youth Rehabilitative Services that included attaining accreditation from the American Correctional Association and Middle States Association of Colleges and Schools as well as the design of a new program and facility.

After some very intensive work by a Transformation team comprised of staff and faculty from all levels of the organization that designed a program that was included a Total Learning

environment, with a Therapeutic community and Normative Culture the new facility was opened in May of 1997. Program services included an education program that stressed academic achievement, a licensed Alcohol and Drug Treatment program, interscholastic athletics in football, basketball and wrestling, a core program of classes in skill building that addressed the social skill needs of a high risk population and a behavior management system that is used by staff to be proactive in youth accountability and movement through the program and attaining needed skills for success in the community.

Highlights of the program are:

- . A highly structured normative environment that stresses learning in all phases of life; academics, social skill development, accepting feedback and confrontation and interpersonal relationships
- . 100% daily attendance at school with youth coming to school ready to learn
- . Youth held accountable for inappropriate behavior and attitudes – room time is not used as a consequence and youth must continue in programming.
- . Academic outcome expectations for math and language arts an average of 2 grade level increase in 6 months –recent data from July 2002 to January 2003 indicates an average of 3.4 in reading and 2.5 in math.
- . HOSTS (Help One Student to Succeed) program that is comprised of 50 plus mentors from the DuPont company works with youth in math, reading and G.E.D. preparation to support academics in the classrooms
- . The facility is a Licensed Residential Treatment Center providing AOD treatment to identified youth while in the facility.
- . Youth can participate in interscholastic competition in football, basketball and wrestling
- . The Fine Arts program available to the youth includes Graphic Arts, Visual Arts, Poetry and Theatre.
- . Staff work to engage parents in the programs with their sons – thorough weekly phone updates, monthly face-to-face meetings and multi-family groups, and receiving academic updates.
- . Daily groups and individual sessions with staff and students that address personal issues, topic driven groups, and interpersonal conflicts.

In 1999, Ferris School was one of only two programs cited as a national model for Juvenile Justice by the Coalition for Juvenile Justice Conditions of Confinement Annual Report.

## **Massachusetts Department of Youth Service Western Region Re-Entry Model**

The Re-entry system is the result of years of connecting with public and private agencies. The project is a public private partnership with the Corporation for Public Management providing treatment services at the Re-Entry Centers. The Community Reentry Centers provide programs and services that address the above principles. The programs are designed to address/reduce the risk factors related to juvenile delinquency and enhance protective factors, which will reduce a youth's risk to re-offend. The programs will become part of a continuum of care and services as defined by the "Reentry Initiative".

### Three Phases of Reentry

- **Phase 1—Protect and Prepare: *Institution-Based Programs*.** The CRC's will begin working with a youth prior to transition out of a residential program. The Family Coordinator will meet with the client's family and introduce them to the services offered by the CRC. CRC staff will attend transition meetings, obtain and conduct assessments and develop a treatment plan. The CRC staff will meet with the youth to identify needs for community transition and prepare him/her for the reentry process.
- **Phase 2—Control and Restore: *Community-Based Transition Programs*.** The CRC's primary operations occur during this phase. The programs will provide comprehensive services, support and supervision for each youth reentering the community. The Community Reentry Centers will provide the following program components:
  - ❖ Cognitive Skills Groups
  - ❖ Educational Support
  - ❖ Vocational Development Services
  - ❖ Family Outreach Support and Services
  - ❖ Community Collaboration
  - ❖ Substance Abuse Education and Treatment
  - ❖ Accountability/Security
  - ❖ Gender Specific Programming
  - ❖ Community Service
  - ❖ Recreation Programming

The CRC's will work closely with DYS case management staff. Caseworkers will be invited to treatment team meetings, be informed of issues as they arise with a youth, and coordinate revocation procedures. Case workers will be an integral part of all program-planning activities for clients. Monthly reports will be provided to DYS on a client's progress as well as data reports on program goals.

- **Phase 3—Sustain and Support: (Neighborhood Center) *Community-Based Long-Term Support Programs*.** The CRC's will work with DYS to sustain the long term success of clients by supporting the revocation process, working with youth who relapse, implementing graduated sanctions and providing support for clients who are preparing to be discharged. The CRC's will provide services to clients in Neighborhood Centers (clients may participate in CRC groups/services) as indicated through a client's treatment plan.

### Treatment Team

A comprehensive, coordinated treatment approach is necessary to insure the success of each youth. The Community Reentry Programs will use individual treatment plans and a treatment team model as the core of service delivery. The treatment teams will include a range of programmatic and clinical specialists who work with the client. Weekly meetings will insure needs and issues are discussed proactively and intervention strategies

# **EDJJ Videoconference Panels**

**Moderator: Mr. Kojo Nnamdi, National Public Radio**

## **Panel #1 - Issues**

Mr. Leonard Dixon, Executive Director, Wayne County Juvenile Detention Facility, Detroit, MI,  
and President-elect, National Juvenile Detention Association (NJDA)  
Ms. Lili Garfinkel, Associate Director, EDJJ, PACER Center, Minneapolis, MN  
Dr. Peter Leone, Director, EDJJ: The National Center on Education, Disability, and Juvenile  
Justice, University of Maryland

## **Panel #2 - Prevention – call in**

Dr. Romey Peavler, Director, Project Shield, Louisville, KY  
Mr. Marc Schindler, attorney, Youth Law Center, San Francisco & Washington, DC  
Dr. C. Michael Nelson, Associate Director, EDJJ, University of Kentucky  
Dr. Mary Quinn, Associate Director, EDJJ, American Institutes for Research

## **Panel #3 - Education in Corrections – call in**

Ms. Diane Gadow, Superintendent, Ferris School, Wilmington, DE  
Dr. Edna O'Connor, Education Director, Oak Hill Youth Center, Laurel, MD  
Dr. Sheri Meisel, EDJJ Associate Director, University of Maryland

## **Panel #4 – Transition and Aftercare – call in**

Mr. Gene Sharp, Baltimore, MD  
Mr. George Ashwell, Director, Massachusetts Department of Youth Services, Western Region,  
Springfield, MA  
Dr. Rob Rutherford, EDJJ Associate Director, Arizona State University

## **Panel #5 - Strategies, Implications – call in**

Mr. Leonard Dixon, Executive Director, Wayne County Juvenile Detention Facility, Detroit, MI,  
and President-elect, National Juvenile Detention Association (NJDA)  
Dr. Romey Peavler, Director, Project Shield, Louisville, KY  
Ms. Barbara Willard, Coordinator Rappahannock-Rapidan Early Intervention Interagency  
Coordinating Council EDJJ Advisory Board Member, VA  
Dr. Peter Leone, Director, EDJJ, University of Maryland

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Full biographical information is available at:  
<http://www.trc.eku.edu/edjj/resources.asp?confid=17>

## **Education, Disability & Juvenile Justice Internet Bibliography**



**The National Center on Education, Disability, and Juvenile Justice (EDJJ)**

**[www.edjj.org/](http://www.edjj.org/)**

EDJJ is a collaborative research, training, technical assistance and dissemination program designed to develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those at-risk for involvement with the juvenile justice system. This Internet Bibliography identifies websites related to our work in three areas of national significance: delinquency prevention, education programs for incarcerated youth, and transition/aftercare services. EDJJ and the Center for Effective Collaboration and Practice recently produced seven monographs on youth with disabilities involved in the juvenile justice system. These documents can be downloaded from [http://cecp.air.org/juvenilejustice/juvenile\\_justice.htm](http://cecp.air.org/juvenilejustice/juvenile_justice.htm)

**EDJJ is comprised of five partners:**



**EDJJ is jointly funded by:**

**Office of Special Education Programs (OSEP)  
of the U.S. Department of Education**

**[www.ed.gov/offices/OSERS/OSEP/](http://www.ed.gov/offices/OSERS/OSEP/)**

OSEP is dedicated to improving results for children and youth with disabilities aged birth through 21 by providing leadership and financial support to assist states and local districts. OSEP develops, communicates and disseminates federal policy and information on the education of children and youth with disabilities; administers formula grants and discretionary programs authorized by Congress; fosters research to improve results for children and youth with disabilities; and promotes the training of educational, related services, and leadership personnel, and parents and volunteers.



**Office of Juvenile Justice and Delinquency Prevention (OJJDP)  
of the U. S. Department of Justice**

**[www.ojjdp.ncjrs.org/](http://www.ojjdp.ncjrs.org/)**

OJJDP provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP accomplishes this by supporting States and local communities in their efforts to develop and implement effective and coordinated prevention and





intervention programs and improve the juvenile justice system so that it protects the public safety, holds offenders accountable, and provides treatment and rehabilitative services tailored to the needs of families and each individual juvenile.

**Office of Vocational and Adult Education (OVAE)  
of the U.S. Department of Education**

[www.ed.gov/offices/OVAE/](http://www.ed.gov/offices/OVAE/)



OVAE supports the preparation of young people and adults for postsecondary education, successful careers and productive lives. OVAE provides information and resources about adult education and literacy, career and technical education, transition into the workforce, high schools, and community colleges.

## **EDJJ Focus Area: Prevention**

### **EDJJ: Prevention**

[www.edjj.org/prevention/](http://www.edjj.org/prevention/)

Educational disability does not cause delinquency, but learning and behavioral disorders place youth at greater risk for involvement with the juvenile courts and for incarceration. School failure, poorly developed social skills, and inadequate school and community supports are associated with the over-representation of youth with disabilities at all stages of the juvenile justice system. EDJJ describes promising practices in delinquency prevention.

### **Blueprints for Violence Prevention**

[www.colorado.edu/cspv/blueprints/](http://www.colorado.edu/cspv/blueprints/)

The Center for the Study and Prevention of Violence at the University of Colorado designed Blueprints for Violence Prevention to identify prevention and intervention programs that meet a strict scientific standard of program effectiveness. The Blueprint models have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse.

### **Building Blocks for Youth**

[www.buildingblocksforyouth.org/](http://www.buildingblocksforyouth.org/)

Building Blocks for Youth is an alliance of children's advocates, researchers, law enforcement professionals and community organizers that seeks to protect minority youth in the justice system and promote rational and effective justice policies.

### **Criminal Justice Initiative/Open Society Institute**

[www.soros.org/crime/about.html](http://www.soros.org/crime/about.html)

The CJI promotes criminal justice policies and practices that support the redirection of resources away from spending on prisons toward long-term solutions for safe and vibrant communities, including effective crime prevention and rehabilitation programs.

### **ERIC Clearinghouse on Urban Education, Pathway on Youth Violence**

[www.eric-web.tc.columbia.edu/pathways/youth\\_violence/](http://www.eric-web.tc.columbia.edu/pathways/youth_violence/)

The Educational Resources Information Center/Clearinghouse on Urban

Education is one of the specialized clearinghouses in the ERIC

System, a national information service and database funded by the Office of Educational Research and Improvement in the U.S. Department of Education.

Pathway on Youth Violence is a collection of Internet resources compiled by the clearinghouse.

### **Fight Crime: Invest in Kids**

[www.fightcrime.org](http://www.fightcrime.org)

Fight Crime: Invest in Kids is a nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations. The organization researches and evaluates the effectiveness of crime-prevention strategies and serves as an information clearinghouse for journalists, policy-makers and the public.

### **National Center for Juvenile Justice**

<http://brendan.ncjfcj.unr.edu/homepage/ncjj/ncjj2/index.html>

The research division of the National Council of Juvenile and Family Court Judges, the Center is a non-profit research organization concentrating on the prevention of juvenile delinquency, child abuse, and child neglect.

### **National Citizen's Crime Prevention Campaign**

[www.weprevent.org/](http://www.weprevent.org/)

The Campaign is designed to stimulate community involvement, generate confidence in comprehensive crime prevention activities, and provide a national focus and resource for crime prevention programs across the country.

### **National Council on Crime and Delinquency**

[www.nccd-crc.org/](http://www.nccd-crc.org/)

NCCD conducts research, promotes reform initiatives, and seeks to work with individuals, public and private organizations and the media to prevent and reduce crime and delinquency.

### **National Crime Prevention Council**

[www.ncpc.org/](http://www.ncpc.org/)

NCPC links more than 500 federal and state agencies, state crime prevention associations, and national membership organizations that comprise the Crime Prevention Coalition of America.

### **OJJDP Publications on Delinquency Prevention**

[www.ojjdp.ncjrs.org/pubs/delinq.html](http://www.ojjdp.ncjrs.org/pubs/delinq.html)

Links to downloadable OJJDP Bulletins, Fact Sheets, Reports, and Summaries describing key research and evaluation findings in the area of delinquency prevention.

### **Preventing Crime. Org**

[www.preventingcrime.org/](http://www.preventingcrime.org/)

Internet access to *Preventing Crime: What Works, What Doesn't, What's Promising*, a report to the U. S. Congress prepared for the National Institute of Justice by the University of Maryland.

The study evaluates the effectiveness of prevention programs in families, schools, communities, labor markets, policing, and correctional agencies.

### **Strengthening America's Families**

[www.strengtheningfamilies.org/](http://www.strengtheningfamilies.org/)

OJJDP, in collaboration with the Substance Abuse and Mental Health Service's Center for Substance Abuse Prevention, describes "best practice" community-based family strengthening programs for the prevention of juvenile delinquency and substance abuse.

### **Technical Assistance Center for Positive Behavioral Interventions and Supports**

[www.pbis.org](http://www.pbis.org)

PBIS disseminates a technology of school-wide positive behavioral interventions and supports to schools, families, and communities, and provides demonstrations that school-wide positive behavioral interventions and supports are feasible and effective. PBIS is funded by a grant from OSEP to the University of Oregon in Eugene. Four additional partners are involved: University of Kansas, University of Kentucky, University of Missouri, and University of South Florida.

### **The Behavior Home Page**

[www.state.ky.us/agencies/behave/homepage.html](http://www.state.ky.us/agencies/behave/homepage.html)

The Behavior Home Page is a collaborative project between the Kentucky Department of Education and the Department of Special Education and Rehabilitation Counseling at the University of Kentucky. It provides a format for school personnel, parents, and other professionals to gain access to information, share effective practices, and receive ongoing consultation and technical assistance concerning the full range of behavior problems and challenges displayed by children and youth in schools and communities.

## **EDJJ Focus Area: Education Services**

### **EDJJ: Education Services**

[www.edjj.org/education.html](http://www.edjj.org/education.html)

A substantial number of youth involved with the juvenile justice system have education-related disabilities. Education is critical to rehabilitation for troubled youth, and it is considered the foundation for programming in juvenile institutions. Helping youth acquire educational skills is also one of the most effective approaches to the prevention of delinquency and the reduction of recidivism. Higher levels of literacy are associated with lower rates of juvenile delinquency, re-arrest, and recidivism. EDJJ describes requirements and promising practices for juvenile correctional education.

### **Center for Law and Education**

[www.cleweb.org/](http://www.cleweb.org/)

The Center focuses on improving educational outcomes, particularly for low-income students. The website provides extensive materials about the legal rights and

responsibilities of students and school personnel as well as about federal education programs including Title I, vocational education and school to work programs, and special education for students with disabilities, including court-involved youth.

### **Center for the Research on the Education of Students Place at Risk**

[www.csos.jhu.edu/crespar/CReSPaR.html](http://www.csos.jhu.edu/crespar/CReSPaR.html)

CRESPAR's mission is to conduct research, development, evaluation, and dissemination of replicable strategies designed to transform schooling for students who are placed at risk due to inadequate institutional responses to factors such as poverty, ethnic minority status, and non-English-speaking home background.

### **Correctional Education Association**

<http://www.ceanational.org/>

CEA is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings. CEA provides training and technical assistance and has an email listserv for educators in juvenile facilities.

### **Corrections Learning Network**

<http://cln.esd101.net/over.htm>

The Corrections Learning Network is a distance learning initiative, funded through the U.S. Department of Education, providing interactive instructional programming for the nation's correctional facilities. The website describes the coursework available to juvenile and adult corrections.

### **Council for Exceptional Children**

[www.cec.sped.org](http://www.cec.sped.org)

CEC, a worldwide non-profit association, advocates for appropriate government policies, sets professional standards, delivers professional development, advocates for individuals with exceptionalities, and helps professionals achieve the conditions and resources necessary for effective professional practice. The website offers publications related to special education services for youth with disabilities.

### **Council of Educators for At-Risk and Delinquent Youth**

[www.ceardy.org](http://www.ceardy.org)

CEARDY is an association for professionals delivering educational services to at-risk and delinquent youth. CEARDY's mission is to provide a unified voice for members and students and a vehicle for networking and sharing.

### **Education and Correctional Populations**

[www.ojp.usdoj.gov/bjs/pubalp2.htm#E](http://www.ojp.usdoj.gov/bjs/pubalp2.htm#E)

A U.S. Bureau of Justice report published in 2003 that compares educational attainment of State and Federal prison inmates, jail inmates, and probationers to that of the general population. Reasons for dropping out of school are compared for jail inmates and the general population. The report describes the availability of educational programs to inmates in prison and jail and their participation in educational and vocational programs since admission.

### **IDEA Practices**

[www.ideapractices.org/](http://www.ideapractices.org/)

This web site provides information and resources to help professionals and families understand and implement the 1997 amendments to the Individuals with Disabilities Act. IDEA Practices is sponsored by the ASPIRE and ILIAD IDEA Partnership Projects funded by the U.S. Department of Education.

### **National Institute for Correctional Education**

[www.iup.edu/nice/](http://www.iup.edu/nice/)

NICE was established at Indiana University of Pennsylvania in 2002 to provide support and service to correctional educators. NICE will develop and deliver preparatory and in-service curricula for correctional educators; assess curricula for incarcerated learners; disseminate curricular information, research findings, and other material related to correctional education; provide funded educational experiences for individuals preparing for or engaged in correctional education careers; and establish a correctional education research and evaluation agenda.

### **Special Education and the Juvenile Justice System**

[www.ncjrs.org/html/ojjdp/2000\\_6\\_5/contents.html](http://www.ncjrs.org/html/ojjdp/2000_6_5/contents.html)

This OJJDP Bulletin is designed for judges, attorneys, advocates, probation officers, institutional staff, and other youth-serving professionals. It summarizes key provisions of federal law related to special education services for youth with disabilities involved in the juvenile justice system.

### **Special Education in Correctional Facilities**

[www.edjj.org/Publications/pub05\\_01\\_00.html](http://www.edjj.org/Publications/pub05_01_00.html)

Links to a section of the OSEP Twenty-first Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. The section synthesizes available information on youth with disabilities in correctional facilities and efforts to provide this population with a free appropriate public education.

## **EDJJ Focus Area: Transition/Aftercare**

### **EDJJ: Transition/Aftercare Services**

[www.edjj.org/TransitionAfterCare/](http://www.edjj.org/TransitionAfterCare/)

As students with disabilities leave a correctional facility, they need support to transition to post-school activities and to help them avoid re-offending. EDJJ describes promising practices for developing and implementing transition plans for students with disabilities in the juvenile justice system.

### **From the Courthouse to the Schoolhouse**

[www.ncjrs.org/html/ojjdp/jbul2000\\_02\\_1/contents.html](http://www.ncjrs.org/html/ojjdp/jbul2000_02_1/contents.html)

This OJJDP Bulletin is one of a series addressing issues related to the transition of youth with disabilities from secure care setting. It describes effective approaches to reintegrating youth from juvenile justice system settings into the education mainstream and provides information about promising programs, practices, and resources.

**National Center for Juvenile Justice**

[www.ncjfcj.unr.edu/homepage/ncjj/ncjj2/publications/serial/paprogress.htm](http://www.ncjfcj.unr.edu/homepage/ncjj/ncjj2/publications/serial/paprogress.htm)

The National Center for Juvenile Justice is the research division of the National Council of Juvenile and Family Court Judges. Publications related to transition and aftercare are available at this website.

**National Center on Secondary Education and Transition**

[www.ncset.org](http://www.ncset.org)

NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities. The website offers publications, state resources on transition services and links to other organizations related to the transition of youth with disabilities to adult life.

**National Transition Network**

[www.ici2.umn.edu/ntn/](http://www.ici2.umn.edu/ntn/)

The NTN provided direct technical assistance to states. Although NTN is no longer active, this web site offers online publications, transcripts, reports, state contacts, and more.

**PACER: Projects Related to Transition**

[www.pacer.org/tatra/](http://www.pacer.org/tatra/)

Describes National Technical Assistance Projects that focus on transition and aftercare for parent center staff from across the country, to assist families of youth with disabilities learn about transition, independent living, and vocational rehabilitation services.

**Reintegration, Supervised Release, and Intensive Aftercare**

[www.ncjrs.org/pdffiles1/175715.pdf](http://www.ncjrs.org/pdffiles1/175715.pdf)

An OJJDP Bulletin describing an individualized intensive aftercare program for juveniles released to the community from correctional facilities.

**Transition Coalition**

[www.transitioncoalition.org](http://www.transitioncoalition.org)

The Transition Coalition is a consortium of projects in the University of Kansas Department of Special Education involving research, model demonstrations, preservice and inservice training for professionals, family members, individuals with disabilities and others involved in secondary special education and the transition from school to adult life. The website includes links to juvenile justice transition information.

## **Parent/Family Resources**

**PACER Parent Advocacy Coalition for Educational Rights**

[www.pacer.org](http://www.pacer.org)

PACER - an EDJJ partner through its Juvenile Justice Project - provides information, training, support and assistance to parents and professionals about children and youth with disabilities from birth through age twenty one. Information for parents of youth involved in the juvenile justice system can be downloaded from the EDJJ website at [www.edjj.org/parent.html](http://www.edjj.org/parent.html).

### **American Academy of Child and Adolescent Psychiatry Facts for Families**

[www.aacap.org/web/aacap/info\\_families/index.htm](http://www.aacap.org/web/aacap/info_families/index.htm)

This fact sheet is provided for parents and families to aid in the understanding and treatment of the developmental, behavioral, and mental disorders which affect an estimated 7 to 12 million children and adolescents at any given time in the U.S.

### **Children and Adults with Attention-Deficit/Hyperactivity Disorder**

[www.chadd.org](http://www.chadd.org)

CHADD provides information about assessment, accommodations, medication, educational mandates, parent strategies and access to parent groups nationwide.

### **Federation of Families for Children's Mental Health**

[www.ffcmh.org](http://www.ffcmh.org)

A national parent-run non-profit organization that provides leadership to a network of family-run organizations working on behalf of children and youth with emotional, behavioral or mental disorders and their families.

### **Learning Disabilities OnLine**

[www.ldonline.org](http://www.ldonline.org)

A website with information for parents, educators and other professionals who work with youth with learning disabilities. Information about characteristics, learning styles, federal mandates, parent and teacher strategies, and resources.

### **National Information Center for Children and Youth with Disabilities**

[www.nichcy.org](http://www.nichcy.org)

NICHCY provides information on disabilities and disability-related issues to families, educators, administrators, journalists, and students.

### **Technical Assistance Alliance for Parent Centers**

[www.alliance.org](http://www.alliance.org)

The Alliance provides technical assistance for establishing and coordinating Parent Training and Information Projects and Community Parent Resource Centers in each state. These projects provide training and information about the IDEA to parents of children and youth with disabilities and to professionals who work with them

### **The Families and Advocates Partnership for Education**

[www.FAPE.org](http://www.FAPE.org)

The Families and Advocates Partnership for Education (FAPE) links families, advocates, and self-advocates to communicate the new focus of the IDEA, which was amended in 1997. FAPE is one of four projects funded by the U.S. Department of Education to reach parents, administrators, service providers, and policymakers nationwide with information about implementing IDEA '97.

### **The National Alliance for the Mentally Ill**

[www.nami.org](http://www.nami.org)

NAMI is a nonprofit, grassroots, self-help, support and advocacy organization of consumers, families, and friends of people with severe mental illnesses