



AWAY from No Way

Disability and Juvenile Justice

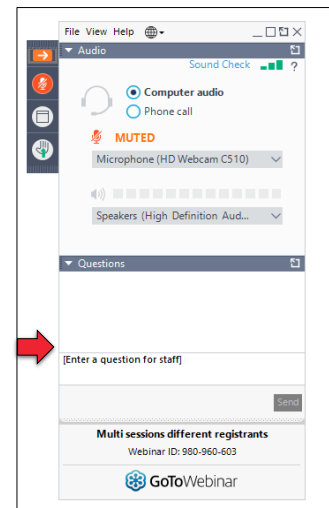
Will begin at 2:00 p.m. Eastern Time

- Audio and visuals are provided through the online webinar platform
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- This session will be open-captioned



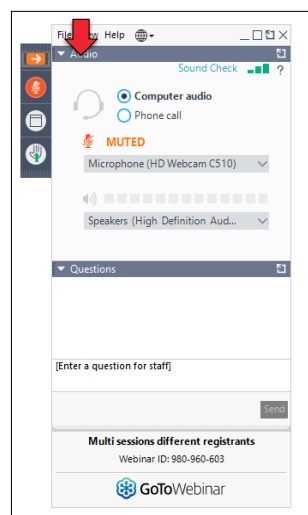
Technical Assistance

- If you experience technical difficulties
 - Use the QUESTIONS panel to let us know
 - Call 301-217-0124



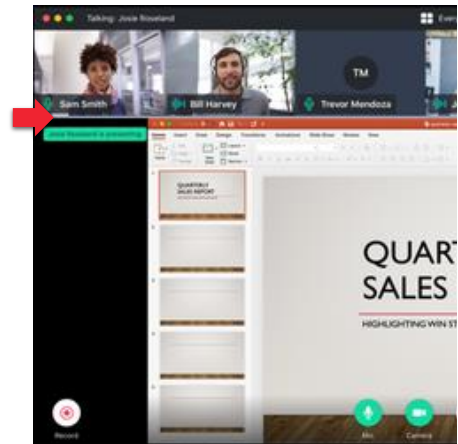
Audio

- Expand the audio panel to select computer audio or phone call



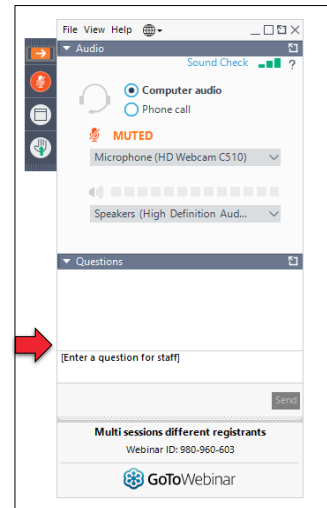
Video

- Use the divider line to enlarge or reduce the video feed



Questions and Comments

- Use the QUESTIONS panel





Archive

- This webinar is being recorded and can be accessed next week
 - You will receive an email with information on how to access the archive

Presentation Accessibility

- For the benefit of participants who are not able to see the presentation slides on the webinar platform, speakers will
 - Announce slide numbers
 - Describe images that are meaningful to the content of the session

About Your Hosts...

TransCen, Inc.

- Improving the lives of people with disabilities through meaningful work and community inclusion

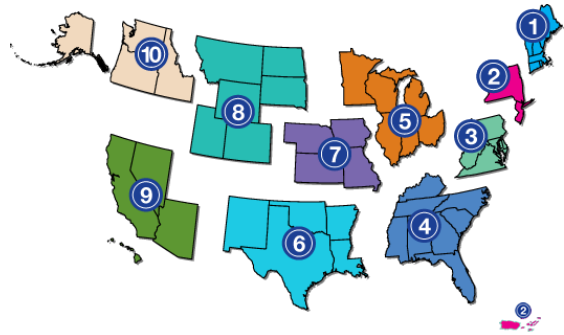
Mid-Atlantic ADA Center, a project of TransCen, Inc.

- Funded by National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living, U.S. Department of Health and Human Services



ADA National Network

- Ten regional centers provide guidance, training, and materials on the ADA
 - **1-800-949-4232**
 - ADAta.org



AWAY FROM NO WAY




#HopeDealers

Hasan Davis J.D.

www.hasandavis.com


 @hasandavis

 HDSolutions



Restrain, Seclusion, Arrest, and Suspension


- Students with disabilities are 12% of student population, but
 - 75% of those physically restrained at school to immobilize them or reduce their ability to move freely
 - 58% of those placed in seclusion or involuntary confinement
 - 25% of students arrested and referred to law enforcement
- Students with disabilities are 2x more likely to receive suspension (13%) than students without disabilities (6%)



Suspension of preschool children, by race/ethnicity and gender


- Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of- school suspension;
- White students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension.
- Boys are 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.

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Disproportionately
high
suspension/expulsion
rates for students of
color

- Black students are suspended and expelled at a rate three times greater than white students
- On average, 5% of white students are suspended, compared to 16% of black students
- American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions



Suspensions are still among the leading indicators of whether a student will drop out of school; increases a student's risk for future incarceration

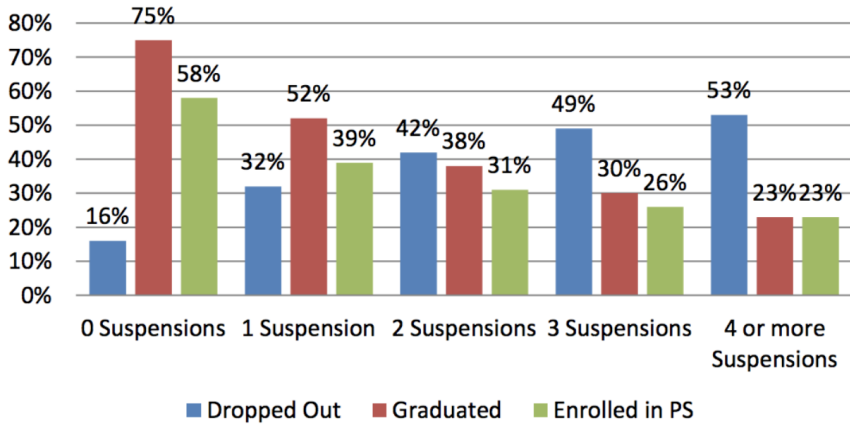
- A 2012 report estimated that annually, 3,000,000 students lose instructional “seat time” due to school removal



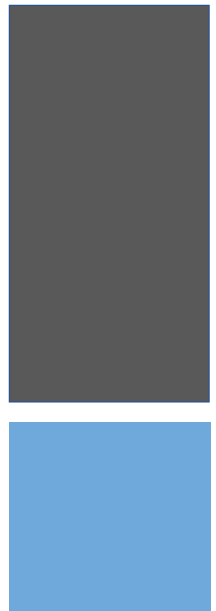
Research by the
Everyone
Graduates Center
at Johns Hopkins
University showed

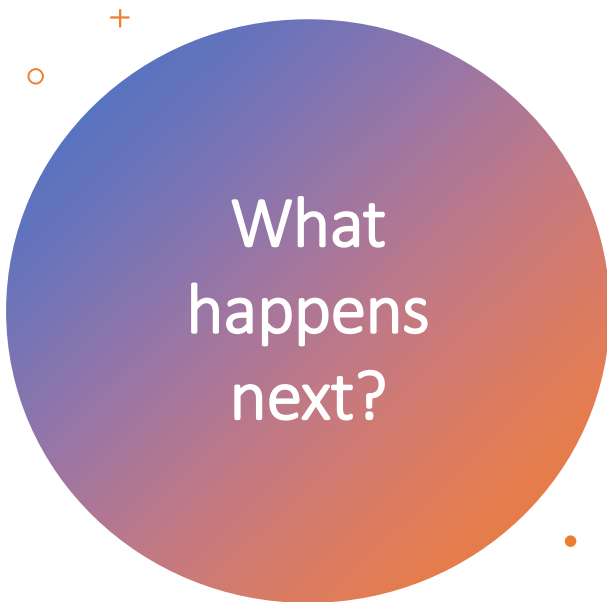
- Suspension increased the chance of leaving school prior to graduation from 16 percent to a 32 percent
- Students who were excluded were 29 percent more likely to drop out at some point during their high school career
- The effects of exclusion can be cumulative, with each additional suspension increasing the risk of dropping out by 10 percent

High School & Post-Secondary Outcomes by 9th Grade Suspensions



Source: [Everyone Graduates Center](#).





- Study results vary based on population, but ... the data are clear



Dropouts

- Are **3 1/2x** more likely than high school graduates to be arrested
- **More than 8x** as likely to experience jail or prison
- Between 16 – 24 were **63x** more likely to be institutionalized than peers who have a bachelor's degree or higher

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Main Drivers

Overrepresentation
of youth in the
juvenile justice
system

JJ involved youth are disproportionately:

- **Youth of color**
- **Youth experiencing mental, emotional or physical disability**
- **Youth experiencing educational failure**
- **Youth experiencing poverty**
- **Youth with a history of trauma**


National Disability Rights Network



By the numbers

- ***An estimated 70% of all justice-involved youth have disabilities,*** including psychiatric, mental health, sensory, and intellectual disabilities as well as co-occurring disorders.

National Disability Rights Network




Overrepresentation
of youth with
disabilities in the
juvenile justice
system

- **Most of these youth are in contact with the justice system for minor offenses:**

Often related to conduct that is a manifestation of disabilities (identified or not) or traumatic experiences that have not been appropriately addressed


For many, community services either are not available or are not being coordinated effectively to provide the right supports

National Disability Rights Network



Having a disability is a risk factor for contact with the JJ system

- Some behaviors related to unknown, untreated, or inappropriately treated disabilities
- Identifying disabilities and providing appropriate treatment and services can prevent further contact with the JJ system
- System Youth are "[disproportionately minority, impoverished, and poorly educated, and many lack social networks -- limit the type and scope of mental health services provided to youth.](#)"
- Youth with disabilities can be prone to be bullied, harassed, and fall behind academically. That can lead to truancy, running away from home, and other behaviors that can result in arrest
- Identifying justice involved youth with disabilities and connecting them and their families to the services they need is more likely to result in being diverted from being adjudicated delinquent and diverted from secure confinement
- Studies have shown that meeting the special education needs of justice involved youth with disabilities improves their academic achievement and reduces future contact with the juvenile and criminal justice systems
- Youth who are confined in secure JJ facilities are more likely to engage in future delinquent acts or criminal offenses. Advocacy to divert youth with disabilities from being incarcerated reduces that risk



Secure juvenile
justice facilities
are not safe
places for
vulnerable youth

Bottom Line

Generally, most youth get worse, not better, when confined in secure JJ facilities, and would do better in community-based settings that provide appropriate treatment without jeopardizing community safety.

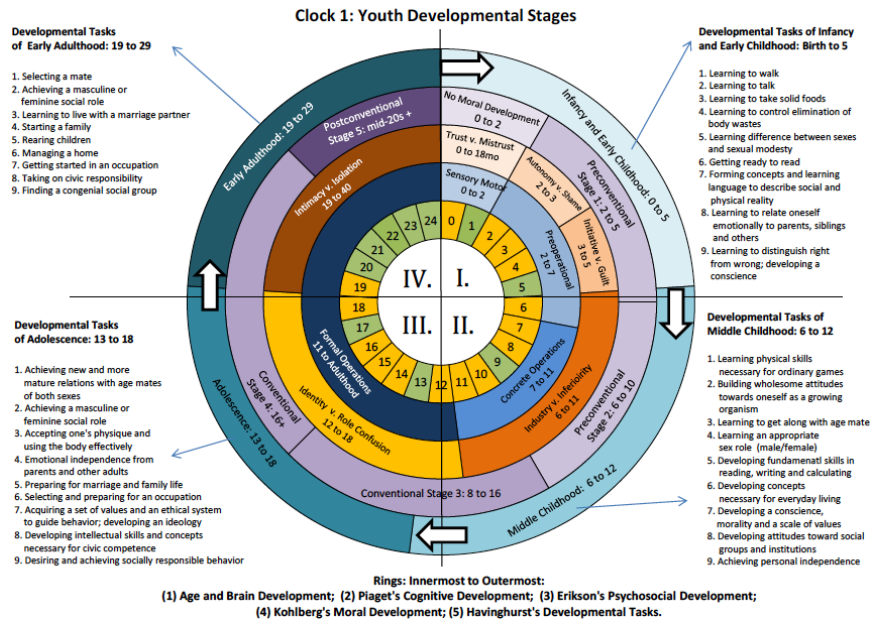
When it comes to young people with mental health problems, intellectual disabilities or suffering from trauma:

- Even short-term confinement in a secure detention facility pending court proceedings places youth in harm's way. This includes:
 - Potential physical harm;
 - Inadequate suicide protocols and precautions;
 - Improper use by staff of toxic psychotropic medications to induce compliance rather than for treatment purposes;
 - Prolonged, forced physical exercise as punishment; improper use of force (e.g., pepper spray, Tasers, restraint chairs) as unauthorized punishment; denials of medically necessary services; and other violation of youth rights.
- Early intervention, prevention, and diversion are the key strategies for addressing these problems.

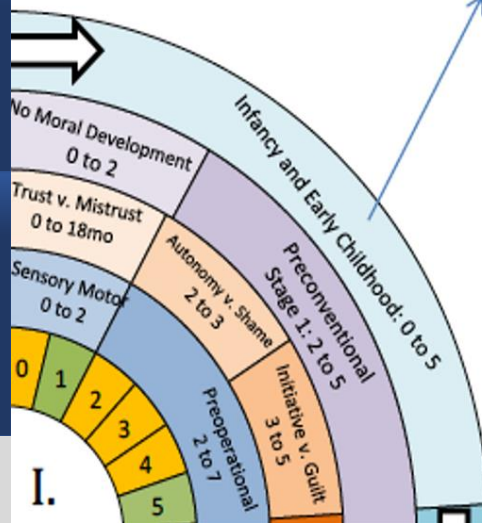


These dramatic and often traumatic experiences threaten to further challenge our youth as they move along their own development pathways

Swayze, D. (2013). Minnesota Youth Development Clock,
 MN Department of Public Safety Office of
 Justice Programs



Quadrant 1



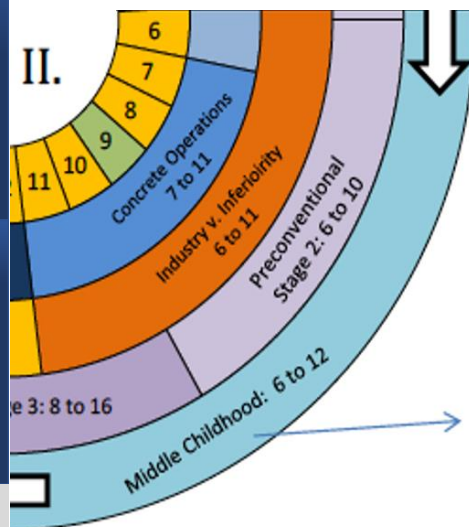
Developmental Tasks of Infancy and Early Childhood: Birth to 5

1. Learning to walk
2. Learning to talk
3. Learning to take solid foods
4. Learning to control elimination of body wastes
5. Learning difference between sexes and sexual modesty
6. Getting ready to read
7. Forming concepts and learning language to describe social and physical reality
8. Learning to relate oneself emotionally to parents, siblings and others
9. Learning to distinguish right from wrong; developing a conscience

Swayze, D. (2013). Minnesota Youth Development Clock, MN Department of Public Safety Office of Justice Programs

Quadrant 2

Swayze, D. (2013). Minnesota Youth Development Clock, MN Department of Public Safety Office of Justice Programs



Developmental Tasks of Middle Childhood: 6 to 12

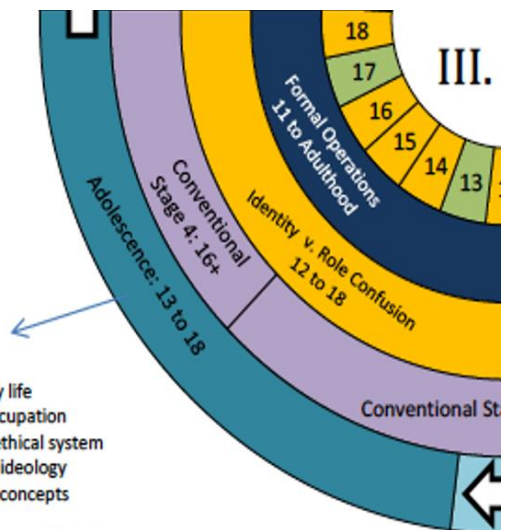
1. Learning physical skills necessary for ordinary games
2. Building wholesome attitudes towards oneself as a growing organism
3. Learning to get along with age mates
4. Learning an appropriate sex role (male/female)
5. Developing fundamental skills in reading, writing and calculating
6. Developing concepts necessary for everyday living
7. Developing a conscience, morality and a scale of values
8. Developing attitudes toward social groups and institutions
9. Achieving personal independence

Quadrant 3

Swayze, D. (2013). Minnesota Youth Development Clock, MN Department of Public Safety Office of Justice Programs

Developmental Tasks of Adolescence: 13 to 18

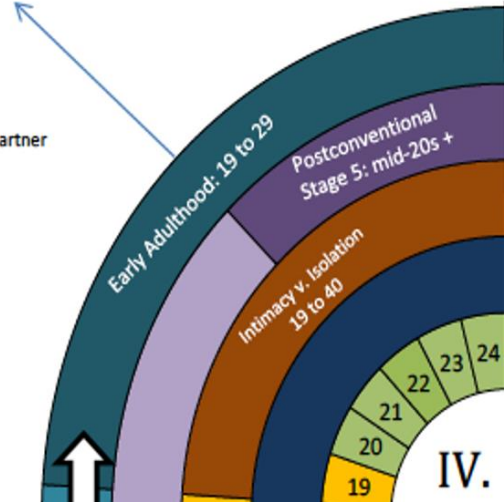
1. Achieving new and more mature relations with age mates of both sexes
2. Achieving a masculine or feminine social role
3. Accepting one's physique and using the body effectively
4. Emotional independence from parents and other adults
5. Preparing for marriage and family life
6. Selecting and preparing for an occupation
7. Acquiring a set of values and an ethical system to guide behavior; developing an ideology
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving socially responsible behavior



Quadrant 4

Developmental Tasks of Early Adulthood: 19 to 29

1. Selecting a mate
2. Achieving a masculine or feminine social role
3. Learning to live with a marriage partner
4. Starting a family
5. Rearing children
6. Managing a home
7. Getting started in an occupation
8. Taking on civic responsibility
9. Finding a congenial social group



Swayze, D. (2013). Minnesota Youth Development Clock, MN Department of Public Safety Office of Justice Programs

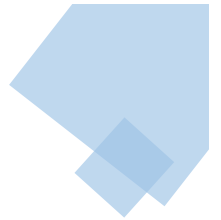
Mitigating the Harm

Engaging youth in positive prosocial engagement

Allowing youth opportunities to express themselves with movement (dance sports, theater), words (journaling, poetry, guided imagery) and other nonverbal interpreters (sculpt, painting, drawing)

Encouraging supported engagement with youth and families

Welcome to The Feeling House



The Affective Domain is the creative foundation for the essential skills that support and promote cognitive and intellectual growth and development



Social Emotional Learning

Self and other awareness:

feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings

Mood management:

handling and managing difficult feelings; controlling impulses; and handling anger constructively

Self-motivation:

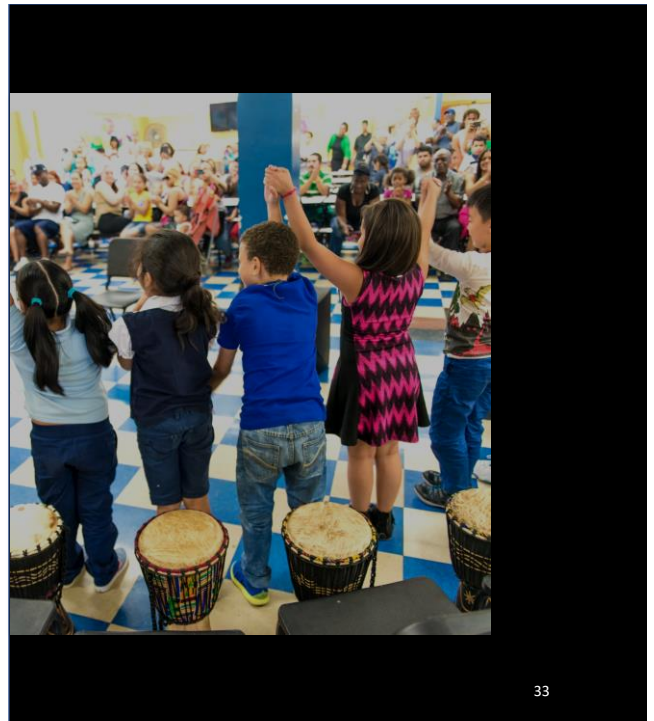
being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks

Empathy:

being able to put yourself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; being able to show that you care

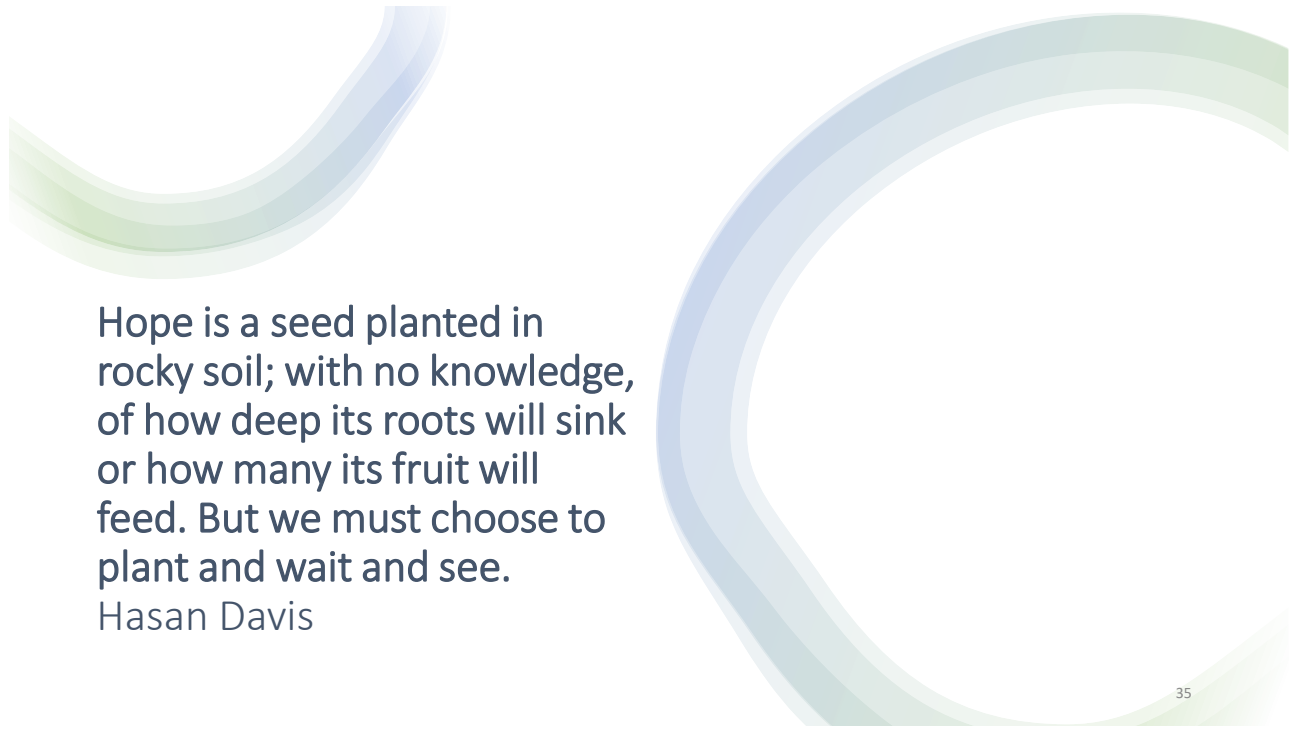
Management of relationships:

making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills understanding and identifying feelings



Connecting to positive, prosocial engagement

Connecting	Connecting to positive, prosocial engagement	
Finding	Finding opportunities to express yourself with: <ul style="list-style-type: none"> • movement (dance sports, theater) • words (journaling, poetry, guided imagery) and • other nonverbal interpreters (sculpt, painting, drawing, murals) 	
Encouraging	Encouraging supported engagement with and for your friends and families <ul style="list-style-type: none"> • Community performances • Family concerts 	
Seeking	Seeking comprehensive interventions that are: <ul style="list-style-type: none"> • community based • family focused • student centered • trauma informed 	



Hope is a seed planted in
rocky soil; with no knowledge,
of how deep its roots will sink
or how many its fruit will
feed. But we must choose to
plant and wait and see.

Hasan Davis



We all have a
story ...

In the beginning mine seemed full of possibility!



Jr. and Daddy (Fred Davis) 12-13-1970



The clock was ticking

- It became clear to me, at an early age, that my story was going to be an everyday fight to be seen and heard OR it was simply going to be nothing at all

Everyone
watching could
see that the
odds were
against me...

- Birth
 - ADHD
 - Dyslexia
 - Visual / hearing impairment
- K-3
 - Parents divorced
 - Welfare
 - Inner city
 - Family separated
 - Reunited in GA
- Grade 4-7
 - Arrested at 11/ probated
 - Apartment fire age 12
 - Family separated
 - Attended 5 elementary schools
 - More than 13 childhood homes
- Grade 8-12
 - Started alternative school
 - Expelled from alternative school at 18
 - G.E.D. recipient

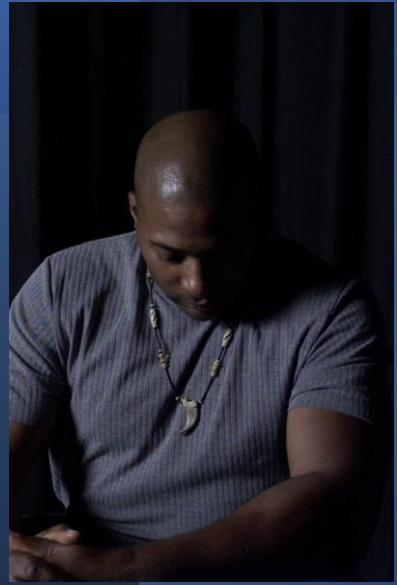
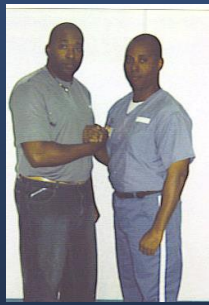


But I still wanted to be greater...
no matter the cost



So, I had to make a choice

And those choices cost me ...





We all deserve a chance to become
the Hero of our own Story

- **#HopeDealers**



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Pages from a Hope Dealer's Handbook

- Fight The Status Quo
 - **Act on Your Faith**
 - Resist shortcuts
 - Learn from failures
 - Deserving Victory



Insanity Principle



- Fight The Status Quo
 - **Act on Your Faith**
 - Resist shortcuts
 - Learn from failures
 - Deserving Victory
- If you keep doing what you have always done, you will keep getting what you have always gotten
- If you keep doing what you have always done your competition will get better and you will get worse results
 - John Maxwell



- **Raise the Bar don't lower it!**
 - People will rise or ultimately fall to the highest expectation the people have set for them
 - Our students deserve **Empathy and Compassion** they don't need more **Pity**

Stop me if you've heard this one +
○ •

- Fight The Status Quo

- **Act on Your Faith**

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- **“If Proper Noun would just Verb acting Adjective, I would give them a chance to be with the Adjective kids**”



- Fight The Status Quo

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In The Chat

List all the places where you believe that ability comes before opportunity

- a) When learning a new language**
- b) Cooking a meal**
- c) Tuning up a car engine**
- d) Practicing a new behavior**
- e) All of the above**
- f) None of the above**

Here is a
Hint ...

The only place you
will find that **Ability**
comes before
Opportunity is in
the Dictionary!



- Fight The Status Quo

- Act on Your Faith
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Some Risk Required

- It is time to take what we know (Data) and do what we must (Result!)
- Challenge “Well IF” thinking
 - Well, IF they can demonstrate their knowledge, then...
 - Well, IF they can show they can be trusted, then...
 - Well, IF they can start at part time, then...



- Fight The Status Quo

Ultimately it is a matter of choice

- **Act on Your Faith**

- Resist shortcuts

- Learn from failures

- Deserving Victory



What if ...

We chose to see
them all as naturally
Creative, Resourceful,
and Whole?

- Fight The Status Quo
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We MUST refuse to become places where dreams just go to die.

Hospice is not an acceptable substitute for Hope.





- Fight The Status Quo

- Act on Your Faith
- Resist shortcuts
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- Deserving Victory

Hope

- Hope [hōp] Something that somebody wants to have or do or wants to happen or be true;
- A reliance on future possibilities



- Fight The Status Quo

- **Act on Your Faith**

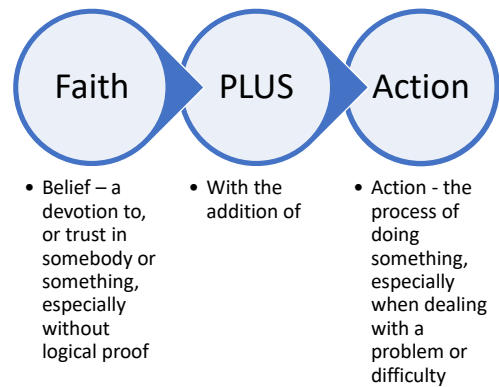
- Resist shortcuts

- Learn from failures

- Deserving Victory

Faith

- Faith [fayth] a belief in, devotion to, or trust in somebody or something, especially without logical proof
- A willing suspension of disbelief



We all have a choice to make



- Fight The Status Quo
 - **Act on Your Faith**
 - Resist shortcuts
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**We can be
Hope Dealers
or accept our role as
Hope Stealers**

A.K.A.

- Agents of reality,
- Wake up callers,
- Truth tellers,
- Reality checkers,
- Dream busters...etc.



I keep asking myself

- Who are we protecting, and from what?



- Fight The Status Quo
 - **Act on Your Faith**
 - Resist shortcuts
- Learn from failures
- Deserving Victory

“If you **choose** this important work,
Hope Is Mandatory;
because you cannot give what
you do not possess.”

Hasan Davis



- Fight The Status Quo
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And honestly, what does it cost?

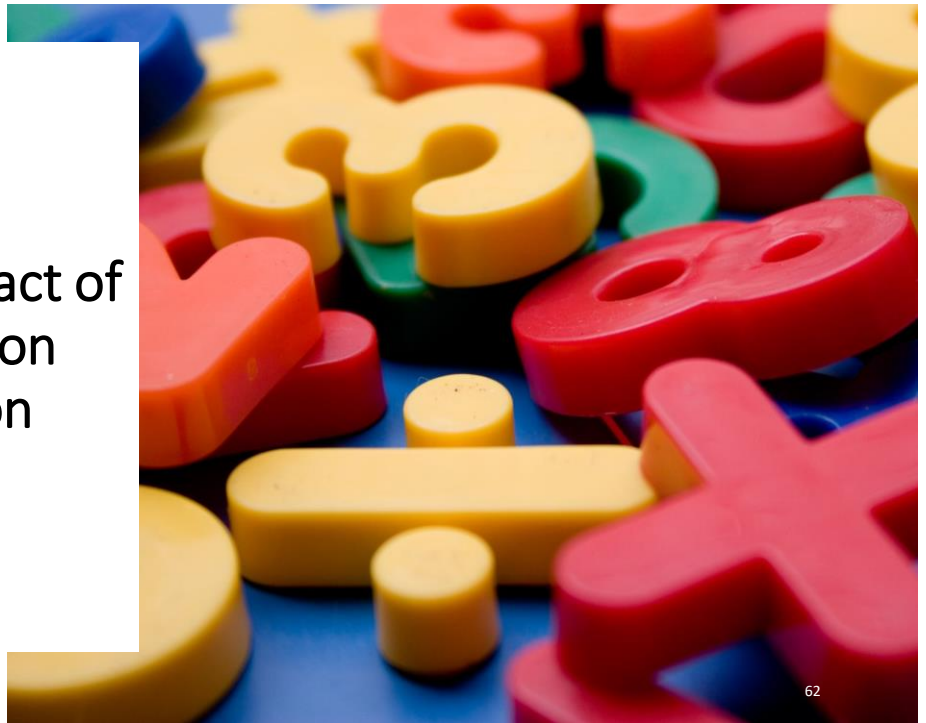
“A candle loses nothing by lighting another candle.”

Father James Keeler

But that one candle immediately multiplies the light, that one candle immediately divides the darkness.

Hasan Davis

Hope is an act of
Multiplication
over Division



- Fight The Status Quo
 - Act on Your Faith
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But the transformation
we are seeking doesn't
happen overnight



Allow Time

- Time [tīm]
- A suitable moment or period chosen as appropriate for something to be done or to take place

*Time is what we have so that everything does not
happen at once."*

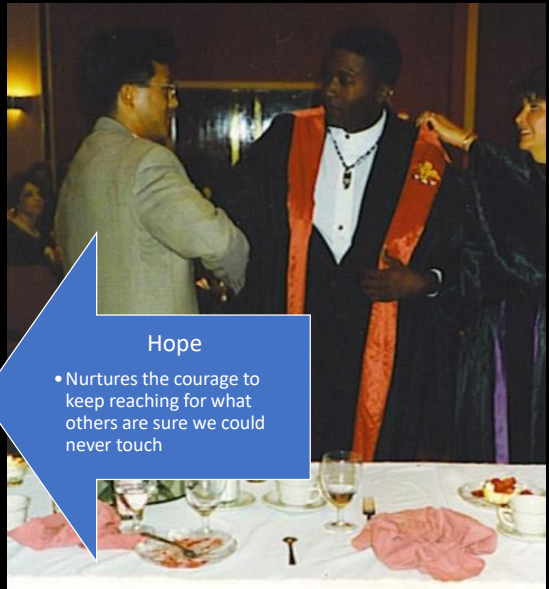
Albert Einstein

Believe me, I know...



Faith

- Offers the encouragement to imagine a world that cannot yet be seen or held



Hope

- Nurtures the courage to keep reaching for what others are sure we could never touch



- Fight The Status Quo

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True talk:

Has anyone else ever said this? Either out loud or just to yourself.

(Asking for a friend)

“When is it finally OK for me to just give up?”

Being a Hope Dealer is like wrestling an 800 lb gator



- Fight The Status Quo
 - **Act on Your Faith**
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- Fight The Status Quo

- Act on Your Faith
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When wrestling an 800 lb gator, there are a few rules:

- You don't give up when you get tired,
- You should only give up when the gator is tired,
- **Never, ever believe that a gator is tired**



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- Fight The Status Quo

- **Act on Your Faith**

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- Deserving Victory

“Sometimes it's not enough that we do our best; sometimes we have to do what is required.”

Sir Winston Churchill



- Fight The Status Quo

- Act on Your Faith
- Resist shortcuts
- Learn from failures
- Deserving Victory

When we do fall short we need to remember that grace is for all of us

Forgiveness

- for·give·ness [fərgivnəs]
- the act of pardoning somebody for a mistake or wrongdoing

Forgiveness frees us from the awesome duty of worrying about the past so we can actually do something about the future.





- Fight The Status Quo

- **Act on Your Faith**

- Resist shortcuts

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“The best time to plant a tree is 20 years ago. The second best time is right now.”

Chinese Proverb

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- Fight The Status Quo

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Deserve

- de-serve [di-zurv]
- to have earned or be worthy of something

Victory

- vic-to-ry [viktəree] success attained over a difficult situation or opponent



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- Fight The Status Quo

- **Act on Your Faith**

- Resist shortcuts

- Learn from failures

- Deserving Victory

“Believe and act as if it were impossible to fail.”

Charles F. Kettering



“Treat a man as he is and he will remain as he is ...
Johann Wolfgang von Goethe



**“Treat a man as he is and he will remain as he is.
Treat a man as he can and should be, and he will
become as he can and should be.”**

Johann Wolfgang von Goethe



Final Thoughts

- Self care
 - It is important to develop your own system of emotional and physical self care to protect yourself from the possible impact of Secondary Traumatic Stress (STS) and Compassion Fatigue



Certificates and Credits: CODE

- If you paid for a certificate of participation or credits, check the reminder email you received about this session for instructions
- Please email the code above to ADAtesting@transcen.org by **5 PM E.T. on July 19, 2021**

Thank You for Joining Us!

Mid-Atlantic ADA Center

Toll-free: **800-949-4232** (DE, DC, MD, PA, VA, WV)

Local: **301-217-0124**

ADAinfo@transcen.org

ADAinfo.org

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