



# MCESA

Maricopa County Education Service Agency  
*Known as experts. Renowned for service.*

## Making Hope Happen: Connecting Youth and Multi-Agency Collaboration for Reentry Success

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### MCESA

**Our Why:**

Everything we do, we believe there is hope for system change. We believe in re-engineering systems for the benefit of students.

**Our Culture & Values:**

We honor people, nurture alliances, embrace diverse perspectives, invest in others' success and relentlessly pursue excellence.

**Our Vision:**

We are creating conditions for all children and youth to succeed through education innovation, economic management and executive leadership.

**Our Mission:**

Every child educated by an effective system.



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### TJST and Successful Transition

The transition to adulthood is a major life event for any youth. While all youth experience challenges in finding the right path to success, youth in secure care face additional challenges stemming from court involvement, mental health, and educational barriers. Without comprehensive support, court involved youth are: more likely to drop out of high school, experience difficulty entering the workforce, decline postsecondary training, or re-enter the justice system.



**Today you will learn:**

- Strategies for supporting youths' smooth transition to school and community
- How to use evidence based research to ensure juvenile success
- The TJST approach to transition and the role of the Transition Facilitator



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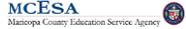
### What is TJST?



**Transforming Juveniles through Successful Transition TJST** is a collaboration initiated by Maricopa County Education Service Agency (MCESA) and partners with:

- Maricopa County Juvenile Probation Department
- Maricopa County Adult Probation Department and JTOP Court
- Maricopa County Sheriff's Office (MCSO)
- Maricopa County Regional School District
- Arizona Department of Juvenile Corrections (ADJC)

- ▶ The mission of TJST is to increase the number of juveniles successfully reintegrated into the community through coordinated transition support, thereby **reducing recidivism** and the expense to adult and juvenile detention and jail facilities.
- ▶ **Transition Facilitators** are the coaches/mentors/caring adults who work with the youth and their families, to help carry out the TJST mission.



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### Moments of HOPELESSNESS ~~Can't~~

- ▶ Briefly: Tell us your Hopeless moments (with youth or yourself)
  - ▶ What happened
  - ▶ Why was it hopeless



http://money.cnn.com/2012/01/04/news/economy/hopelessly-unemployed-wednesday/



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### How Resilient Are You?

Rate yourself from 1 to 5 (1 = strongly disagree; 5 = strongly agree):

- ▶ I'm usually optimistic. I see difficulties as temporary and expect to overcome them.
- ▶ Feelings of anger, loss and discouragement don't last long.
- ▶ I can tolerate high levels of ambiguity and uncertainty about situations.
- ▶ I adapt quickly to new developments. I'm curious. I ask questions.
- ▶ I'm playful. I find the humor in rough situations, and can laugh at myself.
- ▶ I learn valuable lessons from my experiences and from the experiences of others.
- ▶ I'm good at solving problems. I'm good at making things work well.
- ▶ I'm strong and durable. I hold up well during tough times.
- ▶ I've converted misfortune into good luck and found benefits in bad experiences.

Resilience is the process of adapting to difficult or challenging life experiences, says the late AI Slakoff, PhD, founder of The Resiliency Center in Portland, Ore. Curious to know how your own resilience rates? Take this quiz, adapted from Slakoff's book <http://www.resiliency.com/quiz>. Based on <http://www.resiliency.com/quiz>. Photo: iStock.com/robertod



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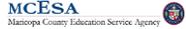
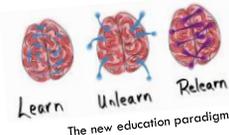


Relearning a critical part of learning

▶ Mistakes or relapse is an important part of learning

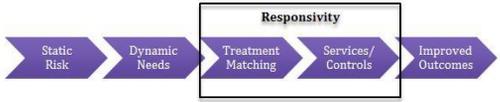


▶ The frontal lobe is still developing



Seven horizontal lines for taking notes.

Risk, Needs, Responsivity model



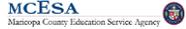
(Adapted from Andrews and Bonta, 2010) (Lowenkamp & Latessa, 2005)



Seven horizontal lines for taking notes.



▶ (Rick Miller, Kids at Hope 1999)



Seven horizontal lines for taking notes.

### Descriptions of the Four Affiliations

<p><b>Education and Career</b></p> <p>Education is widely recognized as a most important factor for future success. Through school and school-related activities, youth learn how to develop the intellectual, socio-cultural, interpersonal skills and competencies and work-readiness skills that they will need as they pursue career goals and aspirations for the future and prepare for adulthood.</p>	<p><b>Home and Family</b></p> <p>Social relationships among family members have been established as the best predictors of children's behavioral outcomes. Youth need stable care in the form of food, clothing, safe shelter and caring and supportive adults as well as access to treatment and social services to meet their assessed needs in order to develop resiliency and strengthen social bonds to ensure positive youth development.</p>
<p><b>Community and Service</b></p> <p>A sense of civic responsibility and engagement in service of making the world a better place supports and values youth as an asset and fosters a sense of self-worth necessary for healthy development. The key is finding age-appropriate activities for providing service in meaningful ways that educate youth while supporting good causes that involve clear norms for responsible behavior and are facilitated by caring and supportive adults.</p>	<p><b>Hobbies and Recreation</b></p> <p>Opportunities to select and participate in age appropriate hobbies and recreational activities in safe and engaging environments that are related to personal aspirations for adventure, activity, fun and a healthy lifestyle and that provide youth with nurturing, skill building, social-emotional development, exploration of interests and positive engagement, help to develop a variety of interests that can have a substantial impact on positive youth development and impact on a range of prevention outcomes.</p>

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### Conditions for Success in Four Affiliations

<p><b>Education and Career</b></p> <p>Appropriate and engaging educational environment related to career goals and aspirations High expectations and caring supportive adults and peers Opportunities for success in achieving educational goals and in securing and retaining employment and reaching career goals</p>	<p><b>Home and Family</b></p> <p>Food, clothing and safe shelter including the availability of treatment &amp; social services to meet assessed needs High expectations and clear norms for responsible behavior from caring and supportive adults Opportunities to participate and contribute in meaningful ways in the life and work of the family</p>
<p><b>Community and Service</b></p> <p>Supportive community that values youth as an asset and provides resources necessary for healthy development High expectations and clear norms for responsible behavior from caring and supportive adults Opportunities to participate and provide service in meaningful and valued ways to meet the needs of the community</p>	<p><b>Hobbies and Recreation</b></p> <p>Age appropriate, safe and engaging environments for developing and pursuing a variety of interests in re-creating self High expectations and clear norms for responsible behavior from caring and supportive adults Opportunities to select and participate in leisure activities that are related to personal aspirations for adventure, activity, fun and a healthy lifestyle</p>

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### TJST Transition Model

31+ Prerelease   30 days Prerelease   30 Days Post   60-90 Days   90-180 Days   180+ Days

### 4 Affiliations of Resilience

Home and Family	Hobbies and Recreation	Community and Service	Education and Career
Relationships	Age-Appropriate Recreation	Volunteering/Leads	On Track for HS Graduation, College &/or Career Readiness
Food, Clothing, Safe Shelter	Safe and Healthy Activities	Age-Appropriate Service Activities	Successful Enrollment & Attendance
Treatment/Social Services	Social/Emotional Development	Civic Engagement	Good Grades/Life Skills

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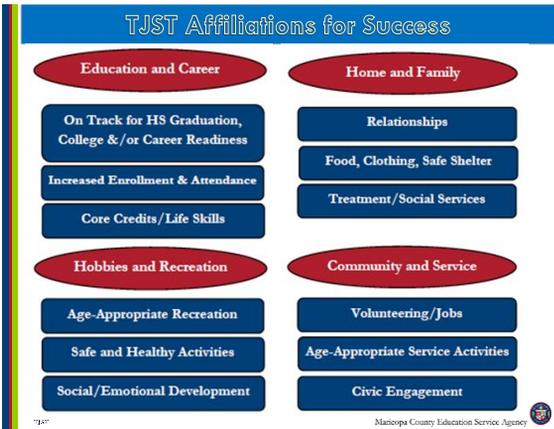
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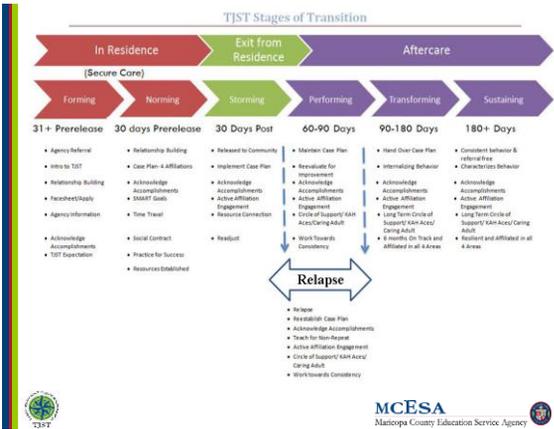
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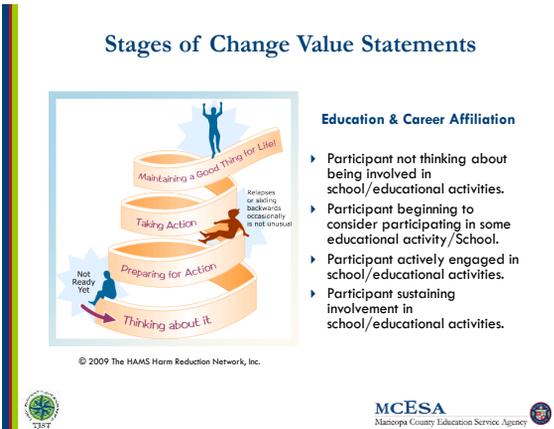
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### 8 Evidence-Based Principles of Effective Intervention

1. **Assess** risk and needs
2. **Target** interventions
3. **Enhance** intrinsic motivation
4. **Increase** positive reinforcement
5. **Skill train** with directed practice using cognitive behavioral treatment methods
6. **Engage** ongoing support in natural communities
7. **Measure** relevant processes and practices
8. **Provide** measurement feedback



SOURCE: Implementing Evidence-Based Practices in Community Corrections: The Principles of Effective Intervention, National Institute of Corrections



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### What does TJST EBP look like?

- Routine identification of criminogenic risk, needs and strengths
- Working directly with providers to deliver needed interventions
- Creating case plans that address strengths and needs, and incorporate SMART goals. **SMART** = Specific, Measurable, Attainable, Relevant and Time-bound
- Coaching dose and duration determined by youth's current engagement level and risk to re-offend
- Engaging and strengthening families by implementing Motivational Interviewing and positive reinforcement
- Skill training and goal setting with juveniles
- Effective tracking, measuring and reporting outcomes



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## TRANSFORMING JUVENILES THROUGH SUCCESSFUL TRANSITION

- Goal Attainment Achieved through:**
- Engaging youth and families in transformation
  - Increased dose & duration of services
  - Increased connections with community and school partners
  - Increased community awareness and mobilization
  - Creating conditions for youth and family success



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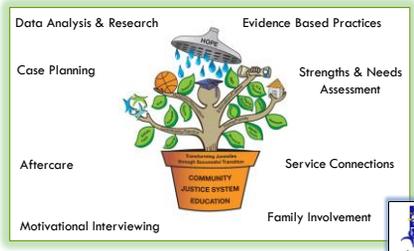
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### An Overview of our Approach

Elements of TJST Juvenile Transition Strategy




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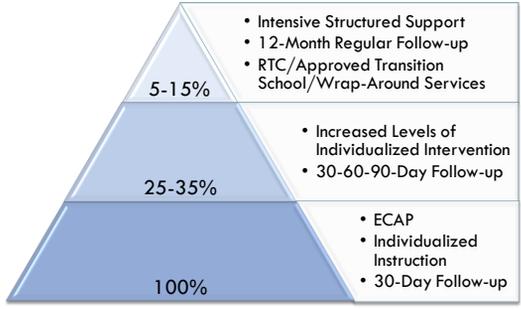
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### Pyramid of Transition Intervention




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### TJST Case Planning

- Matches services and targets interventions to strengths and criminogenic needs
- Prioritizes and addresses needs through use of an integrated case plan
- Considers strengths and protective factors through utilization of Strengths, Needs and Cultural Discovery (SNCD) assessments
- Addresses victim and community needs by focusing on community engagement and restorative justice
- Enhances participants' ability to achieve SMART goals
- Targets issues that are most likely to lead to an increased risk of re-offending.




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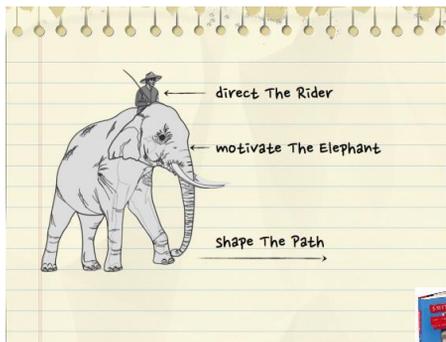
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How to think about making change

The Rider, The Elephant, and The Path

1. The Rider: The Rider knows the consequences and...  
2. The Elephant: The elephant is rarely approached and...  
3. The Path: Focus on the Rider and the Elephant...

The rational mind  
The emotional mind  
The environment



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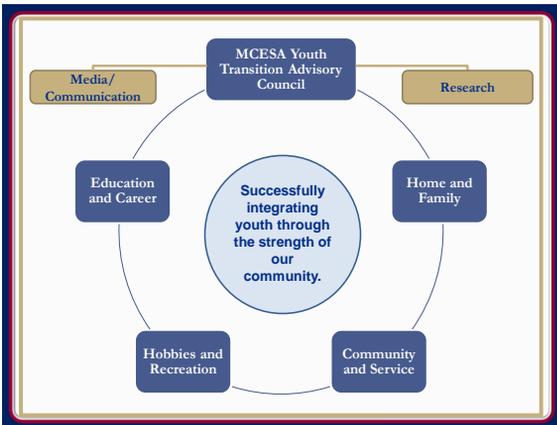
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Questions & Contacts

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- ▶ 602-506-2294

▶ Website: <http://education.maricopa.gov> –look under Transition




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