

# TeachME Professional Development

## Providing High-Quality Education in Juvenile Justice Settings

### Executive Summary

1. A fundamental principal for providing high-quality education in juvenile justice secure care settings is to ensure a safe, healthy facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths.

- A. True
  - B. False
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### Introduction

2. Each of the following is an accurate statement about youth involved in the juvenile justice system EXCEPT:

- A. Although the overall number of youths involved in the juvenile justice system has been decreasing, recent statistics show that on any given day there could be more than 60,000 young people detained or committed to juvenile justice residential and secure care facilities
  - B. Many of these youths have experienced abuse or neglect, unsafe neighborhood environments, homelessness, and/or involvement in the child welfare system
  - C. There are twice as many students with disabilities who require special education and related services such as those identified with emotional disturbance or specific learning disabilities in the adjudicated youth population than among students in community schools
  - D. A large percentage of committed youths exhibit mental health conditions and have, historically, failed to receive adequate mental health services
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### An Overview

3. While the care and treatment of youths in secure care facilities are often the responsibility of the state juvenile justice agency, educational services delivery must be provided by a state education agency (SEA).

- A. True
  - B. False
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4. Some of the challenges facing education staff in juvenile justice settings is that they often must provide instruction to students at a variety of ages and academic levels in one room at the same time, schools often operate year-round, and students move in and out of facilities continuously.

- A. True
  - B. False
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## **Summary of Guiding Principles and Core Activities for Providing High-Quality Education in Juvenile Justice Secure Care Settings**

5. In order to provide rigorous and relevant curricula aligned with state academic and career and technical education standards and utilize instructional methods, tools, materials, and practices that promote college-and career-readiness, experts recommend:

- A. Employ current instructional methods and materials appropriate to each student's age, grade placement, development, and culture, and promote student engagement through high educational expectations for all students in the juvenile justice system
  - B. Collect and use data to monitor student academic progress, make data-informed decisions, and continuously evaluate and improve the education program, while also providing access to postsecondary programs
  - C. Require that students in juvenile justice residential facilities participate in the same curriculum and state accountability systems as students in traditional schools, and provide instruction and assessments with appropriate services and accommodations for students with disabilities and English learners
  - D. All of the above
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## **Guiding Principles and Core Activities**

6. Which of the following is NOT one of the U.S. Department of Education's three principles for creating school environments conducive to student success?

- A. Create safe, supportive, and engaging environments that recognize, encourage, and develop the strengths in each youth
- B. Work deliberately to develop positive and respectful school climates and prevent student misbehavior before it occurs
- C. Institute clear, appropriate, and consistent expectations and consequences to prevent and address misbehavior

**D. Use data and analysis to continuously improve and ensure fairness and equity**

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**7. In secure care facilities, it is essential to establish a school- and facility-wide climate with a focus on family engagement in which youths are free from threats of or actual physical or emotional harm, while also ensuring that policies and procedures prioritize education and student educational achievement.**

- A. True**
  - B. False**
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## **Principle II**

**8. The first challenge for securing dedicated funding to cover the cost of comparable educational opportunities for youths in secure care settings is navigating how funding formulas are established by federal governments, who have sole responsibility for costs associated with education in these settings.**

- A. True**
  - B. False**
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## **Principle III**

**9. At-risk students need teachers who set high expectations, ensure that students have all the supports they need to succeed, understand the importance of addressing both behavioral and academic goals, make decisions based on student needs, and recognize the need for a teacher-student relationship founded on:**

- A. Inclusion, trust, and affirmation**
  - B. Respect, fairness, and responsiveness**
  - C. Integrity, comfort, and reciprocation**
  - D. Flexibility, care, and capability**
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**10. Recommended professional development for teachers in secure settings may incorporate effective classroom behavior management practices, individualized instruction, culturally responsive instructional techniques, instructional practices for transient populations, creative ways of implementing comprehensive curriculum, and creating positive conditions for learning in a secure care facility classroom.**

- A. True**
  - B. False**
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## **Principle IV**

**11. Even when secure care facilities have the resources and educators necessary to teach students in safe, supportive, and engaging environments, they still may fall short of preparing students for future success if teaching and learning are not aligned to rigorous college and career ready standards.**

- A. True**
  - B. False**
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**12. To ensure that instructional methods are effective and students are receiving needed services, agencies and secure-care-facility schools should regularly collect and analyze data to monitor individual student academic needs and progress, and to:**

- A. Form a general assessment of a particular curriculum**
  - B. Assess local, state, and federal goals**
  - C. Evaluate and inform decisions regarding the education program**
  - D. Gauge quality of life indicators such as health, character, and values**
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**13. Experts recommend establishing formal processes and procedures that ensure successful navigation across child-serving systems and smooth reentry into communities, as equipping youths with the tools and skills necessary to succeed when reentering the community is critical to reducing recidivism.**

- A. True**
  - B. False**
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**14. Juvenile reentry literature suggests a simple list of practices to afford youths with opportunities to become productive citizens who can contribute in ways that align with their own capacities and skills, as extensive goals will likely be unrealistic.**

- A. True**
  - B. False**
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**15. Before a juvenile is released from a secure care setting, additional formal learning opportunities should be offered that are focused on social, emotional, and behavioral skill development, are grounded in service models that are:**

- A. Evidence- and practice-based**
  - B. Problem-solving-and strengths based**
  - C. Competency- and inquiry-based**
  - D. None of the above**
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