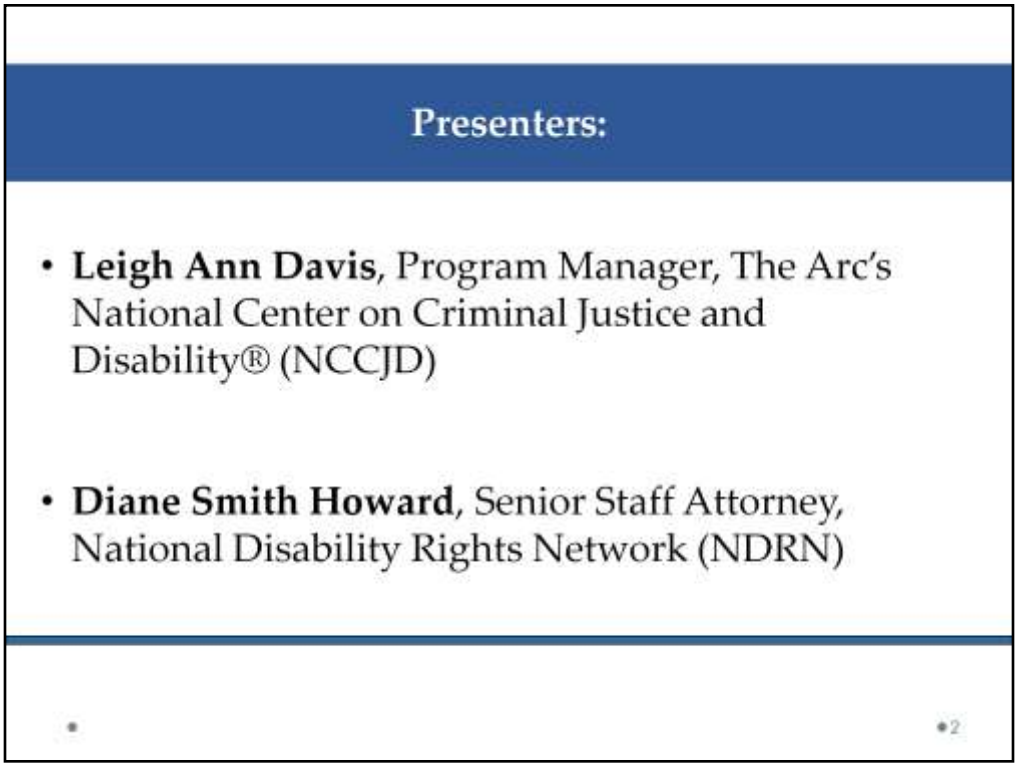
Jonathan Litt Speaking

Hello and welcome to CJJ's webinar on "Youth with Intellectual & Developmental Disabilities in Juvenile Justice." My name is Jonathan Litt, and I'm the Policy & Field Relations Associate at the Coalition for Juvenile Justice.

Before I introduce today's distinguished speakers, I'd like to take a moment to discuss a few technical details. You will notice that all participants are and will remain muted throughout the webinar. Presenters will answer questions at the end of the presentation. You may submit your questions by typing your questions into the questions box at any time throughout the webinar. You will also notice that there are 2 resources available for downloading under the "Handouts" menu option in your control panel. You can click a resource to download it. If you don't see the documents in your control panel, click the "plus sign" next to "Handouts" in your control panel to drop down this menu option. We are recording this webinar. The recording along with the slides, transcript, handouts, and additional resources will be posted on CJJ's website within 24 hours.

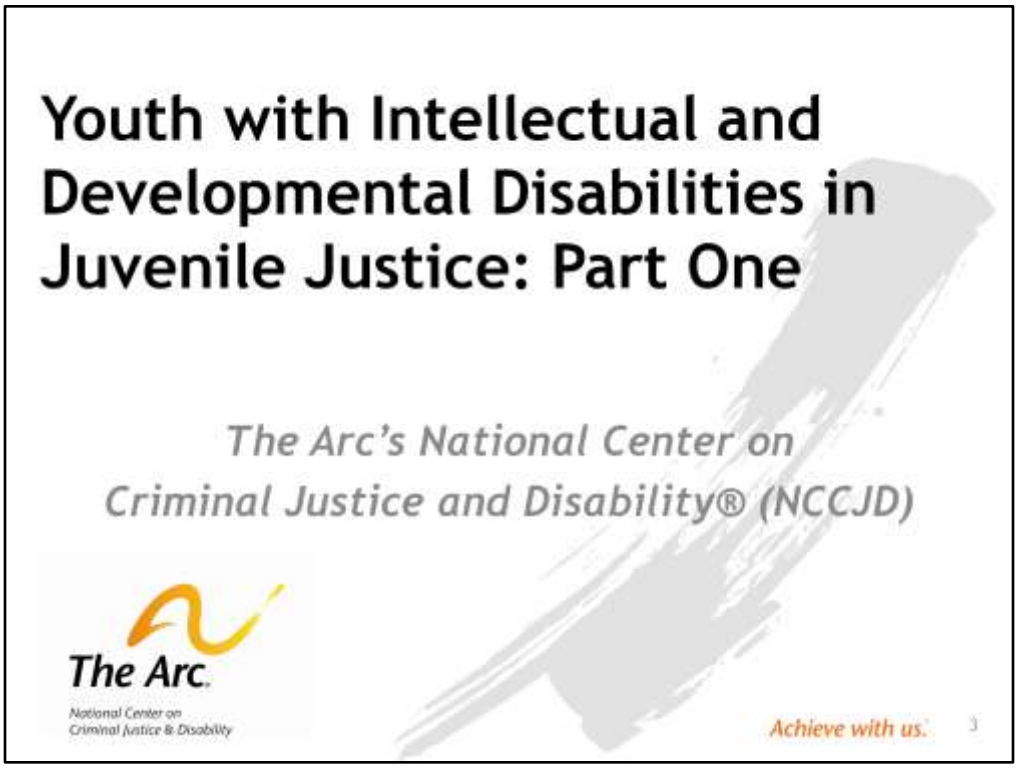


Jonathan Litt Speaking

With that, it's my honor and privilege to welcome today's speakers – Leigh Ann Davis and Diane Smith Howard.

Leigh Ann Davis is the Program Manager on Justice Initiatives for The Arc's Program Innovations Group and in that role oversees The Arc's National Center on Criminal Justice and Disability. She has worked in the area of disability and justice issues since 1994 when hired by The Arc of the United States to direct a Department of Justice project of national significance educating criminal justice professionals about American Disabilities Act (ADA) accommodations. Since that time, she has authored numerous publications during her almost 20 years with The Arc covering topics related to criminal justice/victimization issues, FASD (Fetal Alcohol Spectrum Disorder), and the ethics of genetic research. She has presented both nationally and internationally regarding criminal justice and disability issues and provided congressional testimony on the delivery of law enforcement services to people with developmental disabilities under Title II of the ADA.
Ms. Davis served on SAMHSA's FASD Center for Excellence Expert Panel and currently serves as consultant for the Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC), Vera Institute of Justice, and The Disability and Abuse Project. As a sexual abuse survivor who was shocked to discover the high rate of violence people with I/DD experience, she is passionate about ensuring victims with disabilities obtain justice and healing, and that criminal justice professionals are provided effective, on-going training to adequately serve people with disabilities - whether victim, suspect or offender.

A litigator with 20 years of experience in juvenile and education law, Diane's work at National Disability Rights Network focuses on conditions for youth in the juvenile justice system and child welfare systems. In addition, she works on issues related to adults with disabilities in the criminal justice system, and children and youth with disabilities that impact behavior in the public education system. Diane provides training and technical assistance to the Protection & Advocacy network on these issues. She has worked for NDRN's Maine and Michigan affiliates, providing direct service to clients.

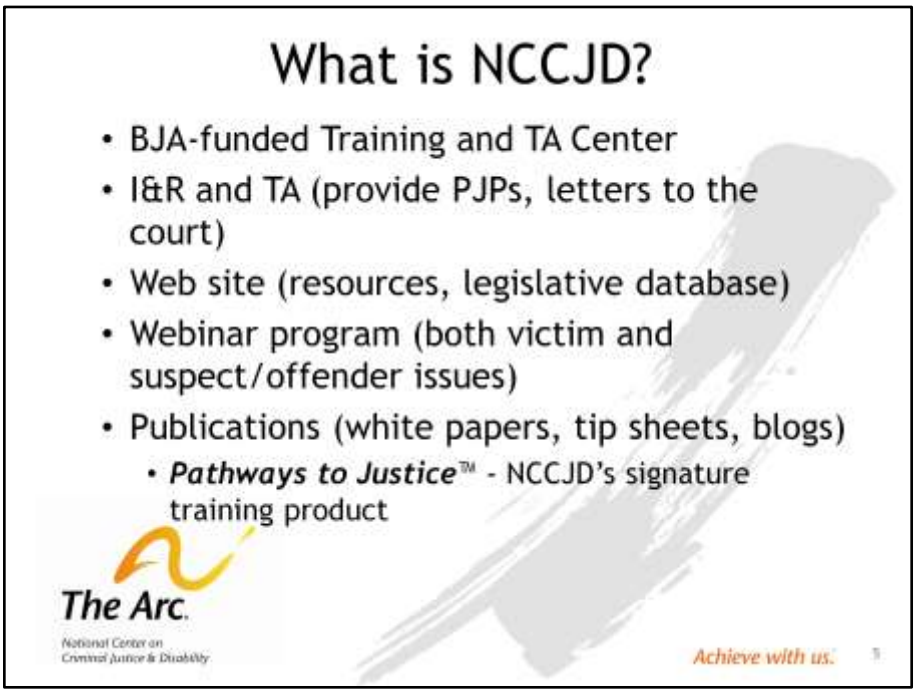


Leigh Ann Davis Speaking

Alright thank you Jonathan and I really appreciate the coalition for juvenile justice for taking time to have a webinar on such a very important topic. I'm just very excited to participate in this.

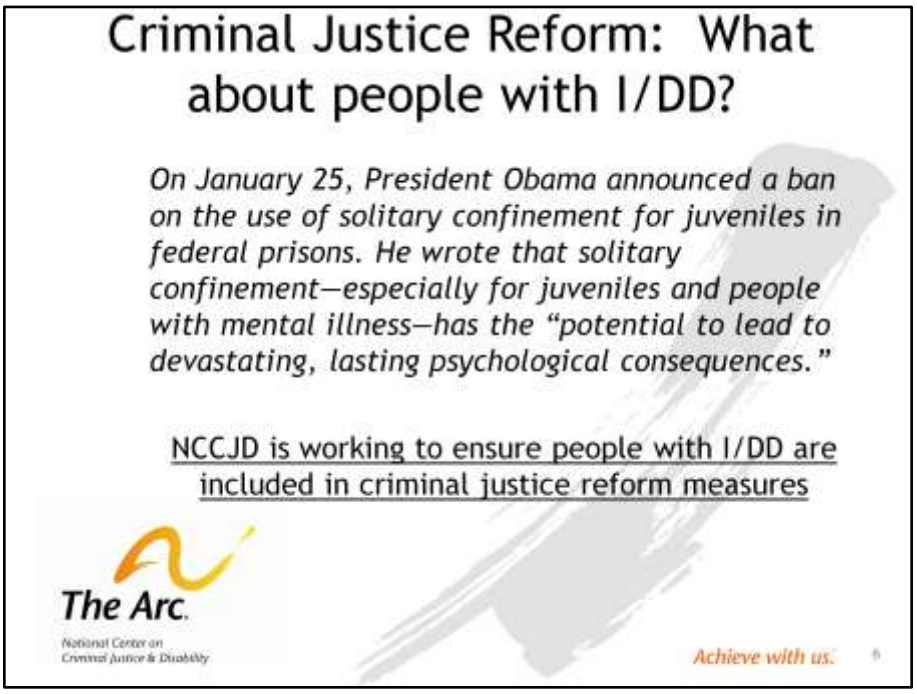
Leigh Ann Davis Speaking

I just wanted to give you a little bit of overview of who the Arc is, because many of you on the call today may not be familiar with the Arc. And we're the largest national community organization advocating for and service people with intellectual and development disabilities. We serve all ages of people with more than 100 different diagnosis including autism, down syndrome, fetal alcohol syndrome, and Fragile X syndrome. We cover a number of different issues including education, health care, employment, housing and criminal justice. That has really been where my area has focused on over the last twenty years.



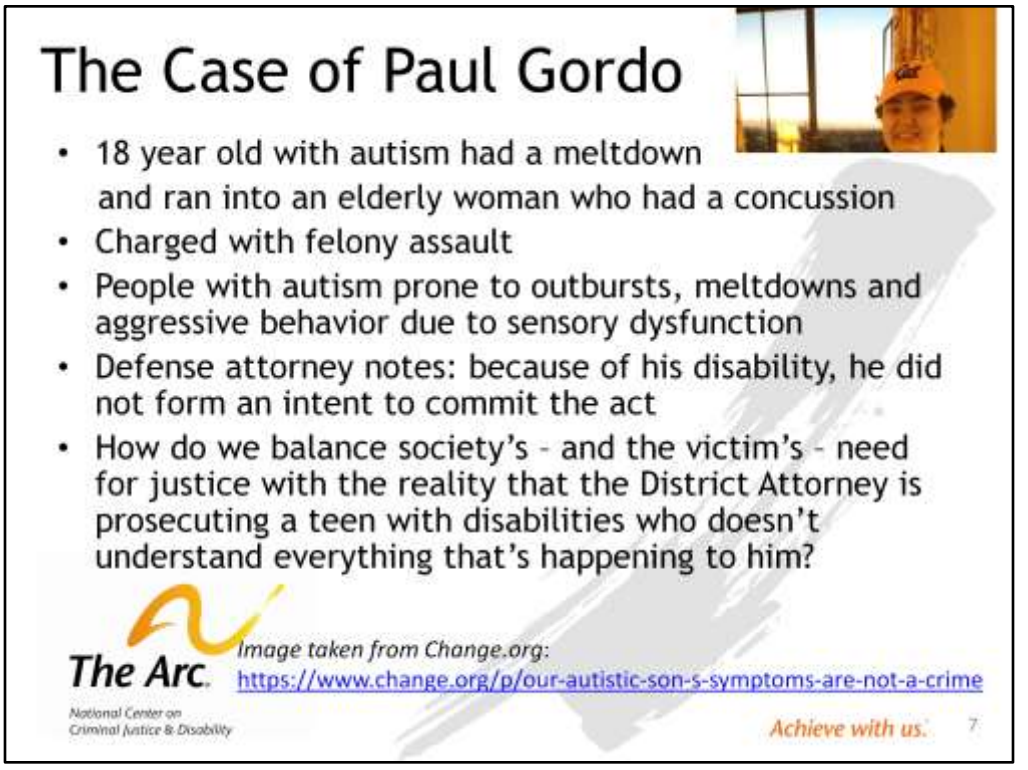
Leigh Ann Davis Speaking

What the National Center of Criminal Justice and Disability is, is a BJA-funded training and TA Center. BJA is the Bureau of Justice Assistance and through this grant, we are able to provide information referral and technical assistance. We also have a website that includes a number of different resources listed by state and by topic. We are creating a legislative database looking at various kinds of legislation that are impacting this community, specifically. We offer a webinar program and have been developing publications including our Pathways to Justice training program.



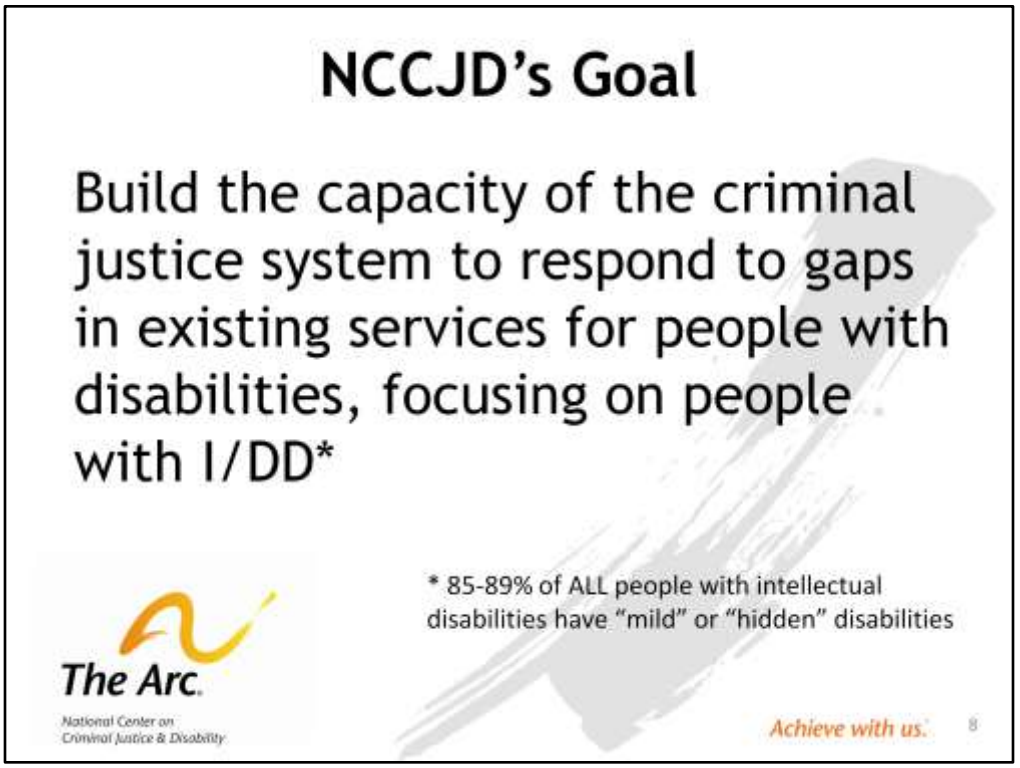
Leigh Ann Davis Speaking

I think what really brings us to this issue today and one of the things you've been working on is the umbrella of criminal justice reform. We have such a unique opportunity right now bipartisan effort to really look at how to reform our criminal justice system. We know that there's too many people in the system and we're often looking for alternatives to sentencing. And we feel like this population in particular we need to focus on in looking at what the alternatives are specifically for people with different types of cognitive disabilities. So I'm sure many of you are familiar with President Obama's announcement on the ban of solitary confinement for juveniles and he said that especially for juveniles and people with mental illness, this can have the potential to lead to devastating consequences. And on this topic of criminal justice reform, we want to ensure that people with Intellectual and Developmental Disabilities are included in this discussion.



Leigh Ann Davis Speaking

I will get into specifically what Intellectual and Developmental Disabilities is. Before we get there I want to give you a story of Paul Gordo, who is pictures on this slide with full permission from his family and him to provide his story. Right now they are fighting for his son to stay out of the system. This is an 18 year old with autism who had a meltdown in a library in Monterey, California. What happened was he ended up running into an elderly woman who then ended up having a concussion. He was then charged with felony assault. And even though the court system, the attorneys, were made aware that he had autism and that people with autism are prone to outbursts and meltdowns and can have aggressive behavior, that didn't change in any way how this case was being looked at. His attorney notes that because of his disability he didn't form an intent to commit this act. So he wasn't in awareness of what he was doing or that he could potentially harm someone. He was simply in the fight or flight mode and running out of the library. I think this is a good example of how we need to look at balancing this need in society, the victims need versus need for justice for people with disabilities as well. How do we learn how to balance that when both things are equally important?

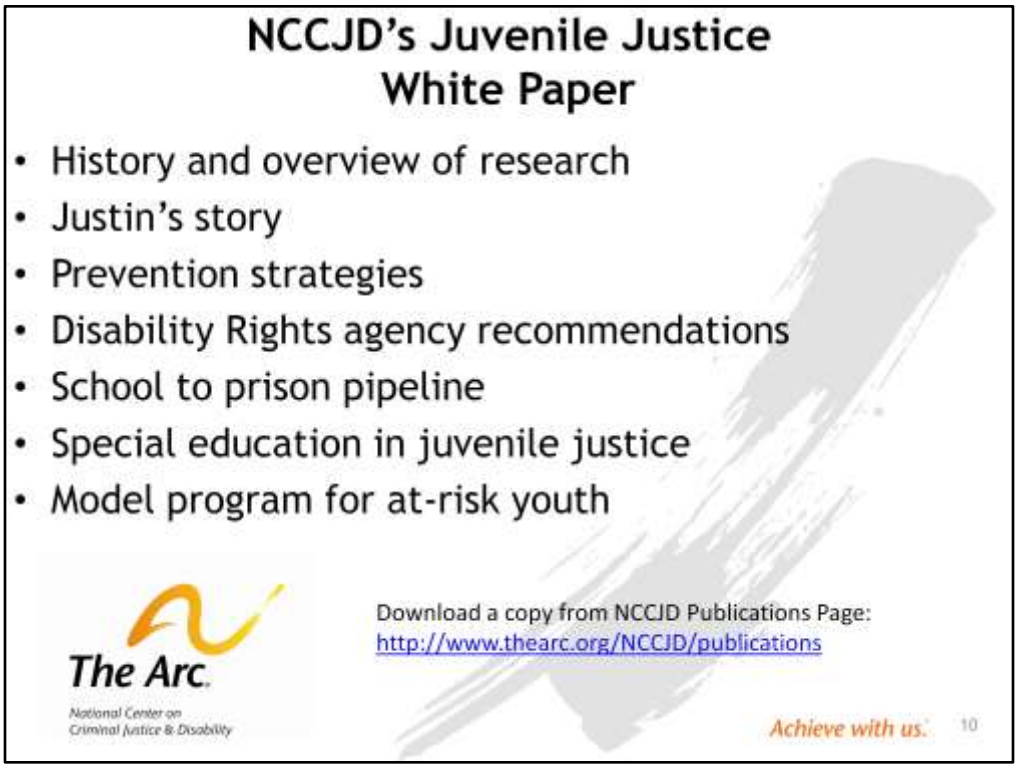


Leigh Ann Davis Speaking

That's really where NCCJD has the goal of building the capacity of criminal justice system. To be able to respond to these sort of difficult cases where there's gaps in existing services for people with disabilities like Paul, we're really focusing on people with Intellectual and Developmental Disabilities specifically.

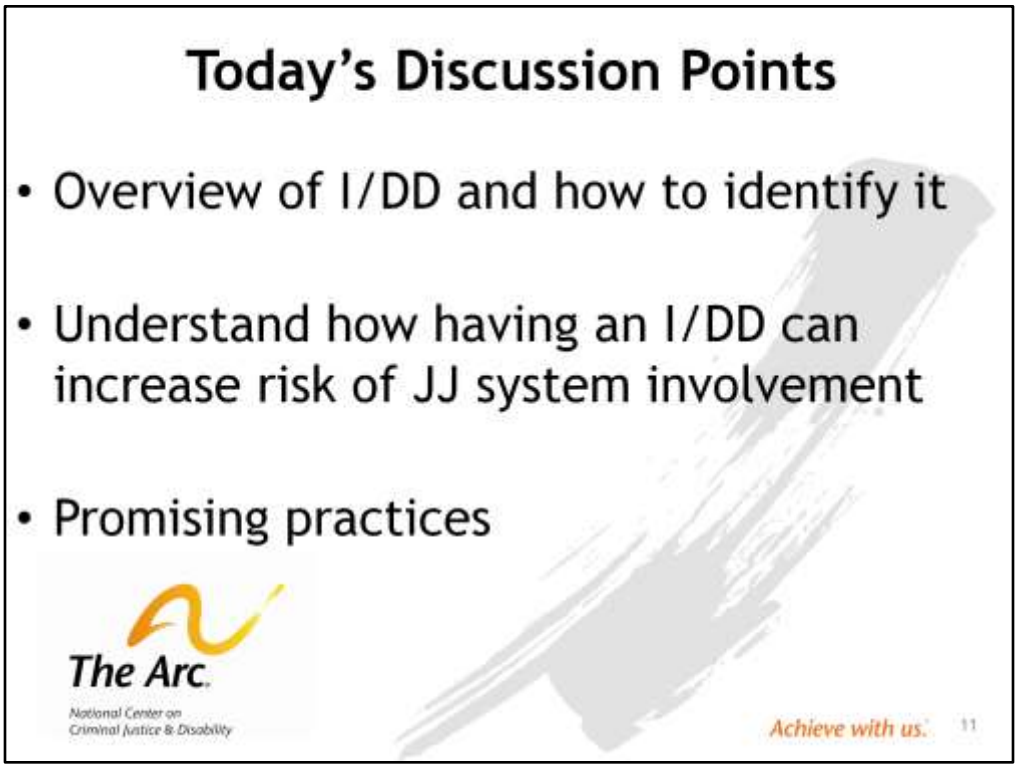
Leigh Ann Davis Speaking

In order to do this in a way that brings all people to the table, we have invited a number of partners to work with us. That includes some of the names you see here. And what this slide is showing is a collage of different logos of different agencies that have been working with NCCJD. And we really feel like it's important whenever we're working on criminal and juvenile justice issues around people with IDD that we have policing involved, the legal community, victim advocates, and disability agencies.



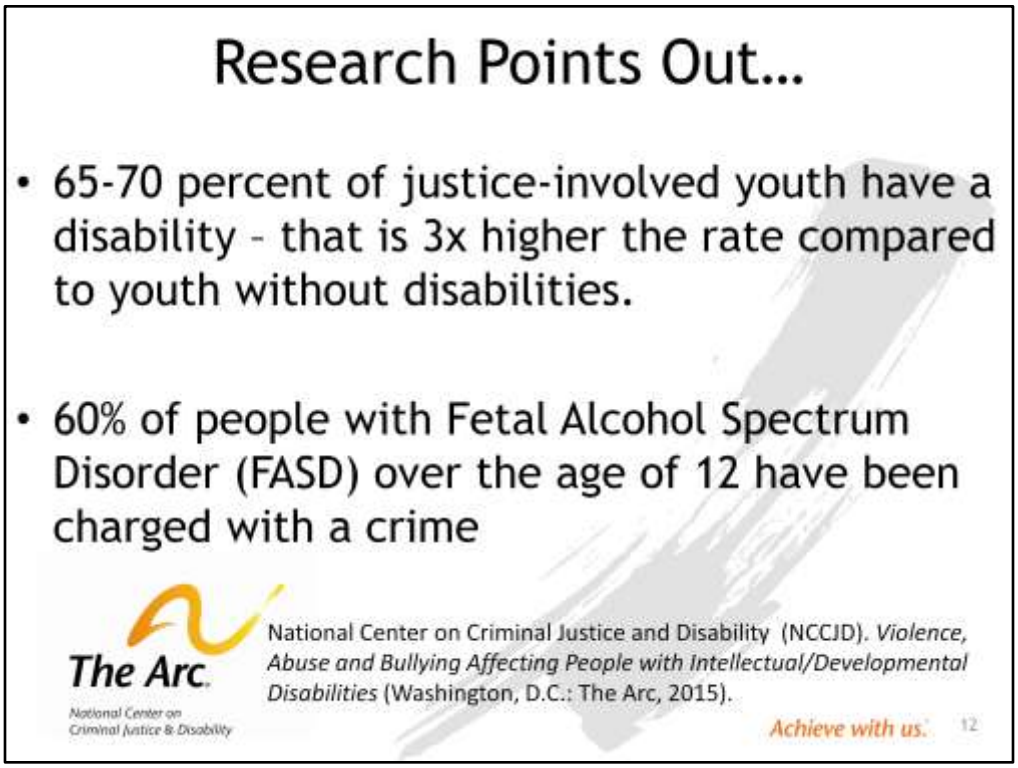
Leigh Ann Davis Speaking

Because we don't have time to get into the deeper details of the some of the things we'll be addressing in the webinar today, I did want to make sure that you are aware of the resources we currently offer. We have a white paper on juvenile justice issues, which is one of your handouts for today. I encourage you to look at that more closesly after the webinar.



Leigh Ann Davis Speaking

For today, we're going to focus on these discussion points because many of you on the webinar may not be as familiar with IDD. We're going to look at an overview of that. One of the difficulties of that to is just knowing how to identify it since many people with IDD don't have characteristics where you could easily point someone out. It would actually take more of an effort to ask questions and to find out if a disability exists. Then understanding how having that type of disability can actually increase juvenile justice involvement. Then looking at promising practice and how to provide alternatives for individuals like this.



Leigh Ann Davis Speaking

Some of the research points out that 65-70 percent of justice involved youth do have a disability, we know that is three times higher than youth without disabilities. Specifically about how people with fetal alcohol spectrum disorder percent, we know that 60% of people with FASD over the age of 12 have been charged with a crime. For those who aren't familiar with FASD, that is what occurs when a mother drinks when pregnant. It can cause physical, mental, behavioral, and or learning disabilities which have lifelong implications. We see quite a number of people and youth who have FASB going into the juvenile justice system.

Leigh Ann Davis Speaking

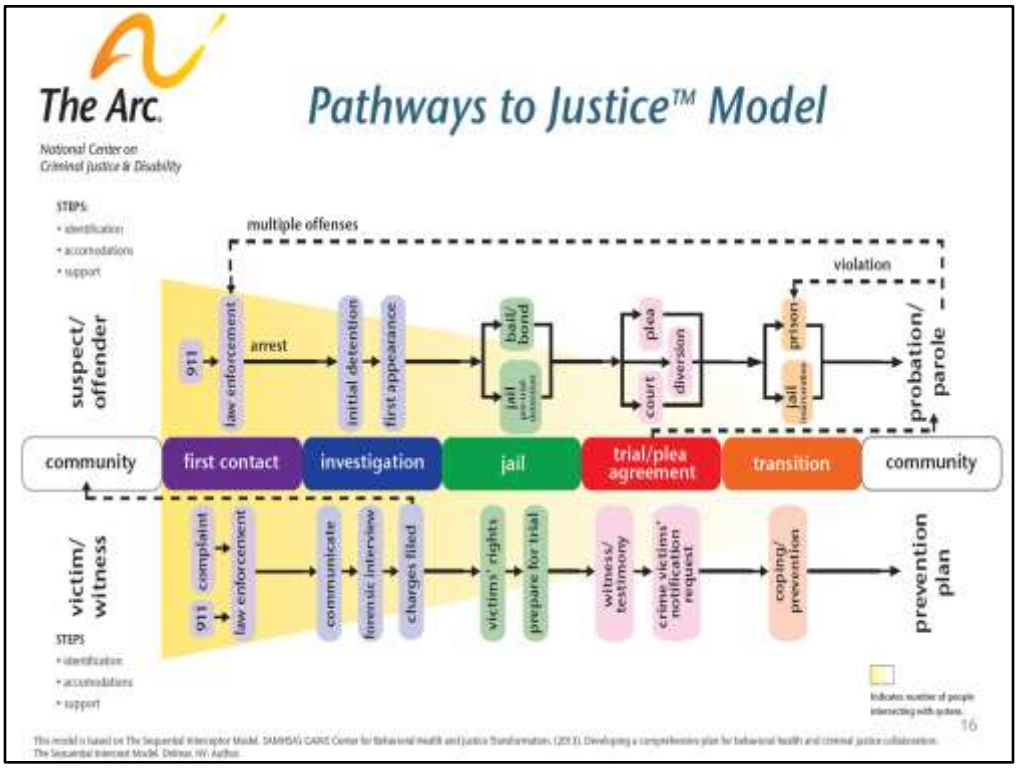
What we still need to know regarding this population, is how many youth in the juvenile justice are diagnosed with Intellectual and Developmental Disabilities? How do we create a screening tool for juveniles to be identified. I think one of the most important questions to think is, even if we could identify every juvenile in the system with IDD, what services or supports are going to be most effective?

Leigh Ann Davis Speaking

The next story I wanted to talk about, this is Justin's story. We've been working with a documentary filmmaker named Karen Groff. She's been working in the area of developing different documentaries on juvenile justice for her entire career for 20 years. While she was doing some film work on one of the documentaries she was working on, she actually came across Justin. She realized he was clearly different. It didn't really seem like he was in the right place. That really started a long saga of her working directly with him and trying to find a more appropriate place for Justin. On the screen right now, is a picture of him in green shirt with a slight smile, at age 14 when he first entered the juvenile justice system.

Leigh Ann Davis Speaking

Now I'd like to show you a picture of Justin much later, pictured there with Karen who made the documentary. I wanted to point out some things she learned along the way that is included in our white paper. She said that while I was at the prison this particular day I was transfixed and I wanted to learn more. The prison told me he had an IQ of 40 and couldn't read or write. He was furious Justin ever made his way from the courts. He also told me this, the prisons mental health unit had become a sort of dumping ground for the courts, a place where youth with disabilities were being sent when the courts felt there was nowhere else to put them. She also mentioned that she understands that Justin isn't alone. Over the past six years of filming his story, she learned of a disproportionate number of children with disabilities in the juvenile justice system. Many of them just like Justin, they were abused at home, they were pushed out of school due to disciplinary reasons, or they were inappropriately place by the courts in a punitive environment, where they didn't get the education that they needed and this often to leaded them to even deeper commitment into the criminal justice system later in life.

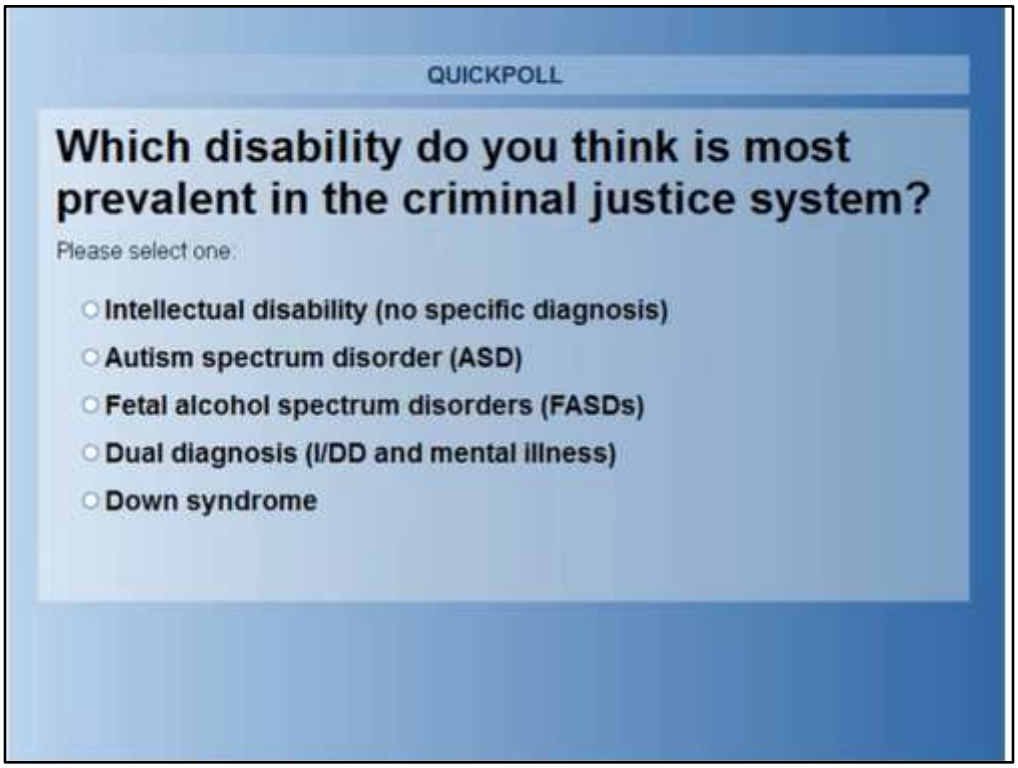


Leigh Ann Davis Speaking

This is another example of why it's so important to look at specific stories like these that really point out the gaps in the system for juveniles with IDD. What I'm showing now is a picture of that model that shows different stages through the criminal justice system. All the way from first contact to investigation to jail to trial/plea agreement to transition to community. This is really helpful if you're looking at someone's story or in a community, where there are gaps still taking place. For example like Justin, if you look at the purple box under first contact, we can see where his disability was identified they could've provided accommodations earlier. He could've not had to stay in the system as long as he did. This is an important thing to keep in mind and a tool to use in order to keep people out of the system whenever possible.

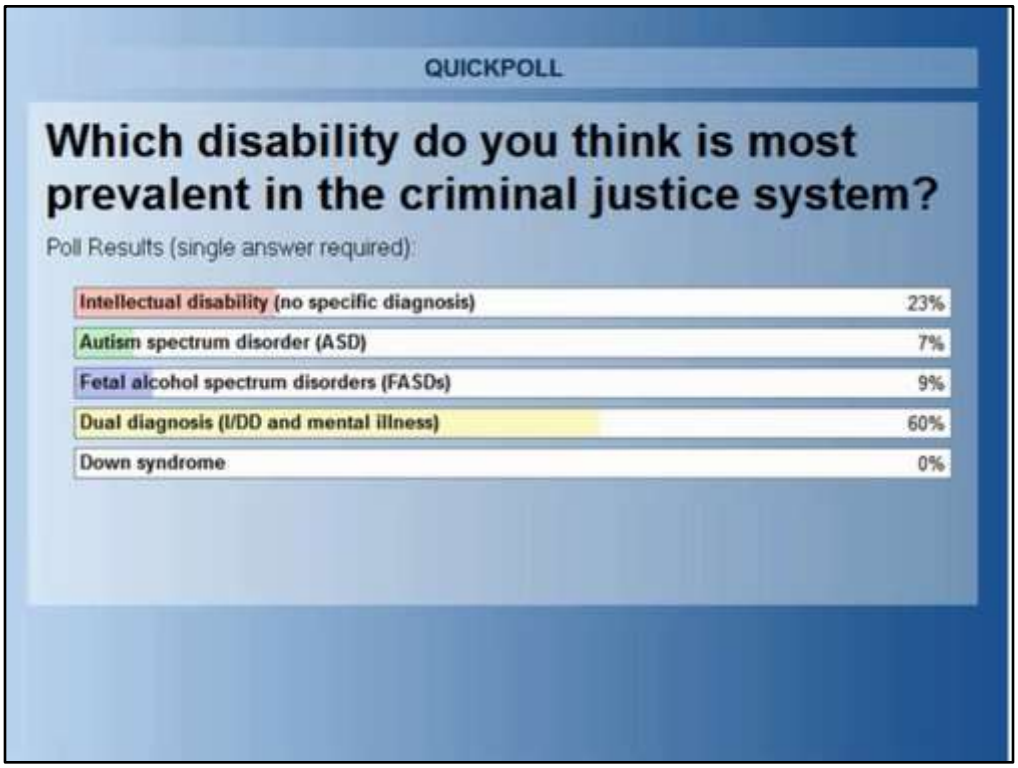
Leigh Ann Davis Speaking

In the training we provide on disabilities issues. This is called Pathways to Justice, what we do is start out by providing a disability overview.



Leigh Ann Davis Speaking

I'd like to do a quick poll question today and find out which disability out of these different disabilities might be the most prevalent in the criminal justice system: intellectual disability where this no specific type of diagnosis, autism spectrum disorder, fetal alcohol spectrum disorders, dual diagnosis where there's often an ID along with a mental illness, or if you think it's down syndrome. I'll give you a second to respond to that.

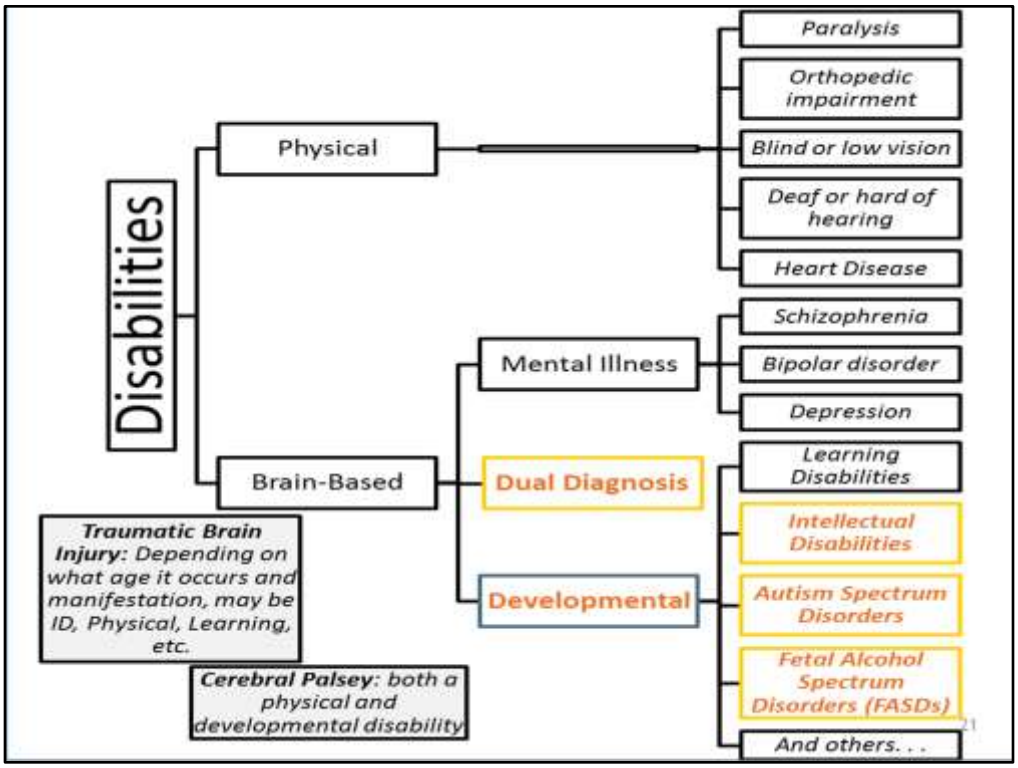


Leigh Ann Davis Speaking

So you can see here looking at the results, we have quite a high number that said dual diagnosis. The next was intellectual disability with no specific diagnosis, then FASDs, then autism spectrum disorder. The actual answer is that we don't know for sure, which that probably doesn't surprise you. There was a study of the Bureau of Justice Statistics study that came out in December 2015 that looked at different types of disabilities among prison inmates. They categorized the disability as physical and cognitive. Within that cognitive category, it was very broad. They were looking at difficulty concentrating or remembering or making decisions as a way of defining cognitive. I wanted to bring this up to point out the need for better research so we can start to tell how many types of disabilities are involved in this system. I did give away some of the answer when talking about FASDs, earlier when I mentioned that 60 percent of people with FASD age 12 and over were charged with a crime. There's quite a high number with FASDs in the system. Also dual diagnosis is another one of those categories where we see a high number as well.

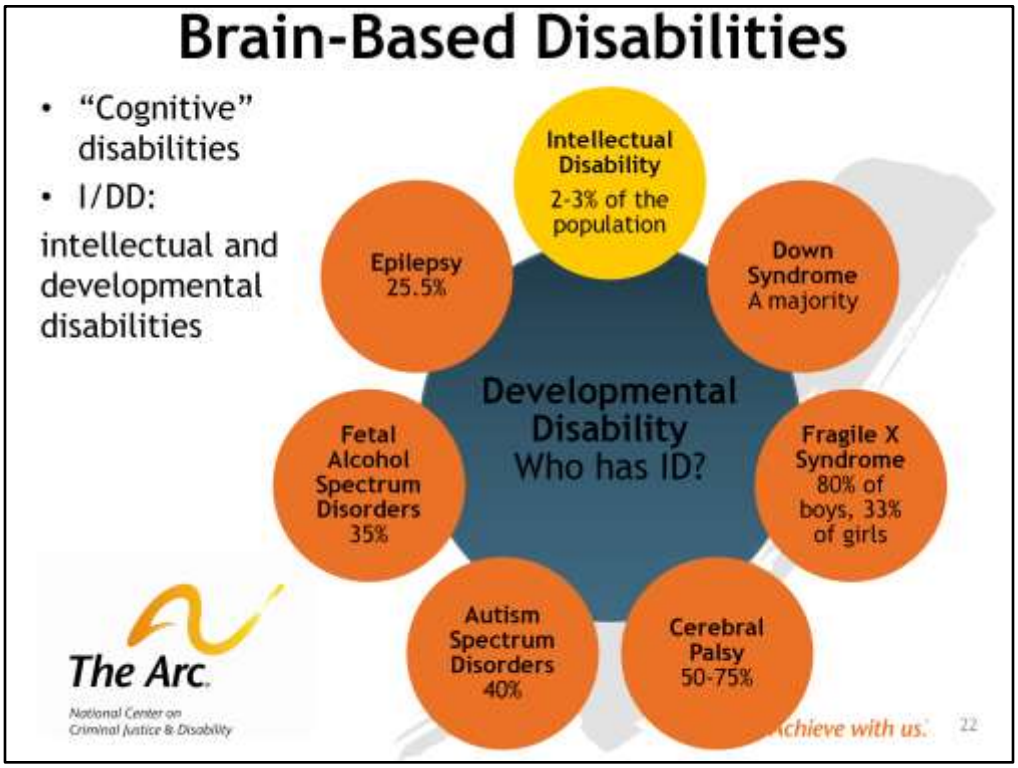
Leigh Ann Davis Speaking

We also use a chart to better explain the different types of disabilities to criminal justice or juvenile justice professionals who aren't as familiar with disabilities.



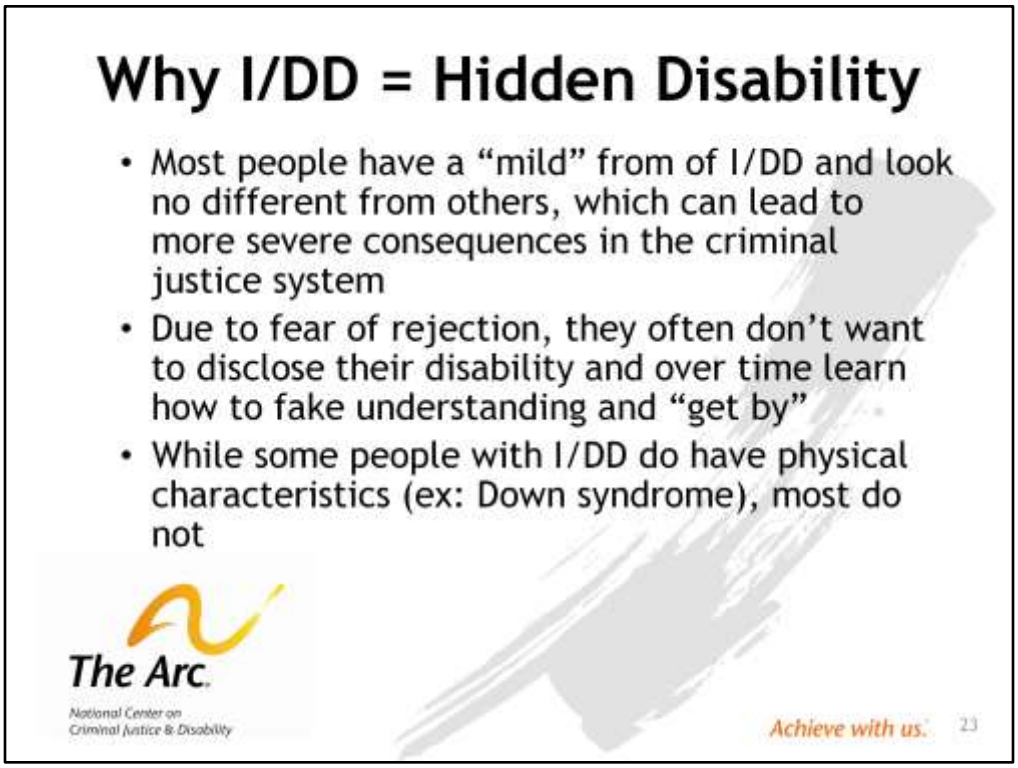
Leigh Ann Davis Speaking

This is sort of like a flow chart of the physical and brain-based separated into two categories. In physical there can be a number of different types like heart disease, to deaf or hard of hearing, to blind or vision. When you look down at brain-based, that goes into three categories that includes mental illness, dual diagnosis, and developmental. And the training we are looking at, when we are talking about today it focuses on intellectual disabilities, autism spectrum disorders, FASDs and other types of developmental disabilities.



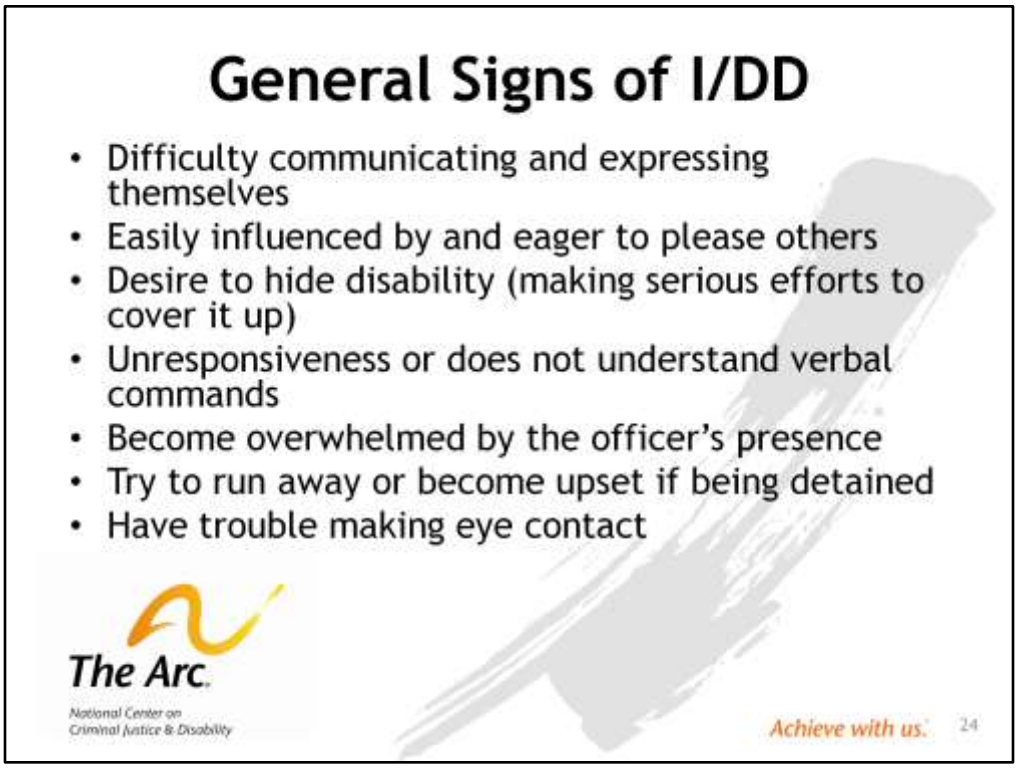
Leigh Ann Davis Speaking

I'm going to go through some a little bit more quickly just to point to an understanding of disabilities more broadly. Again this first webinar is a foundation of the different types of intellectual and developmental disabilities. On this one slide here is just a visual of different types of developmental disabilities that people can have. And then out of those how many people actually have an intellectual and developmental disability. You can see that most people with down syndrome have an intellectual disability, whereas with autism spectrum disorders as person may have autism but still not have intellectual disability. It's important to know this because it helps people to know how to provide the right kind of accomodations.



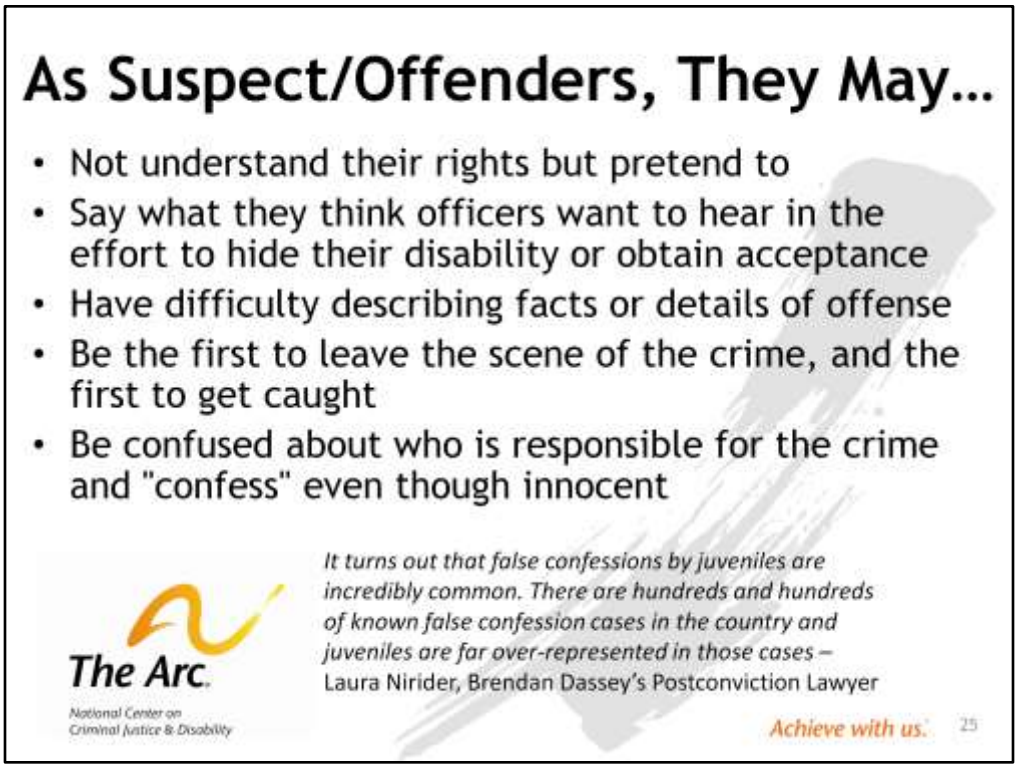
Leigh Ann Davis Speaking

One thing to point out is how often intellectual disability is hidden. Most people have a mild form of intellectual disability. They look no different from other people, this can his has more severe consequences in the system. While some people with IDD don't have physical characteristics, many people are hard to recognize. When they come into the criminal justice system, it makes it that much more difficult to understand that they need any accommodation at all. When cases like these go to court, it's hard to convince a jury, attorneys or people in the court system it's hard to convince them that one does exist and that accommodations are needed.



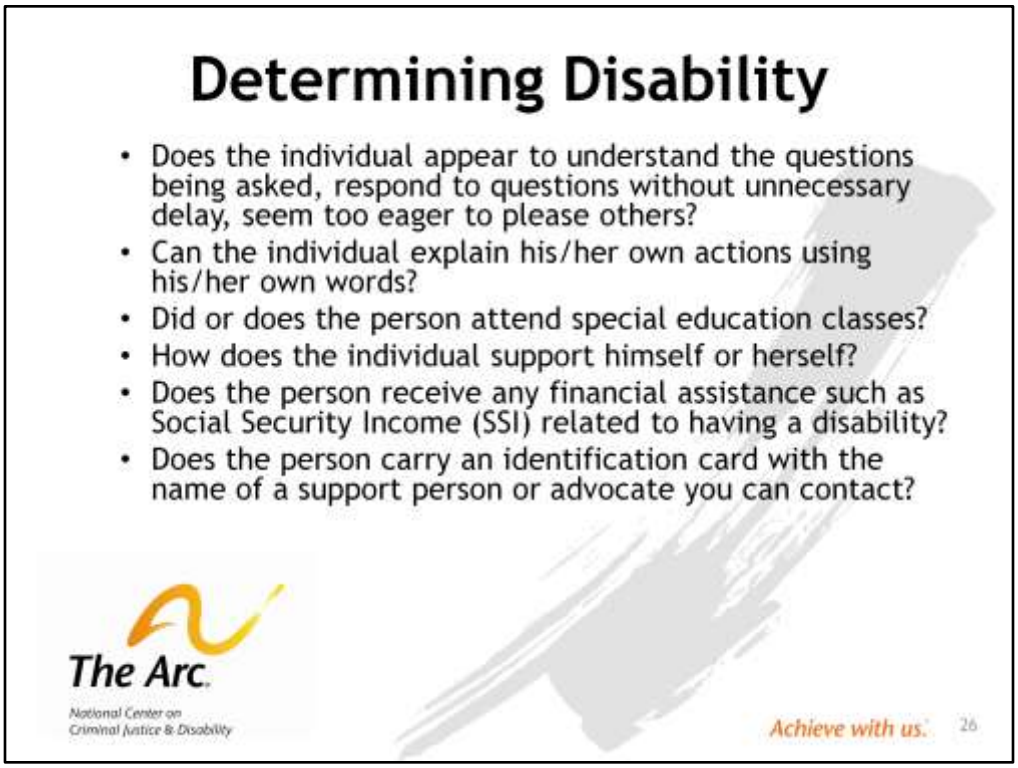
Leigh Ann Davis Speaking

These are general signs of IDD to be aware of. I'd like to highlight the second bullet that says easily influenced and eager to please others. That one is especially important to keep in mind. We've seen several cases that they may try to run away when in police presence or become upset. We had mentioned earlier the fight or flight response and how that can lead to much deeper involvement in the system.



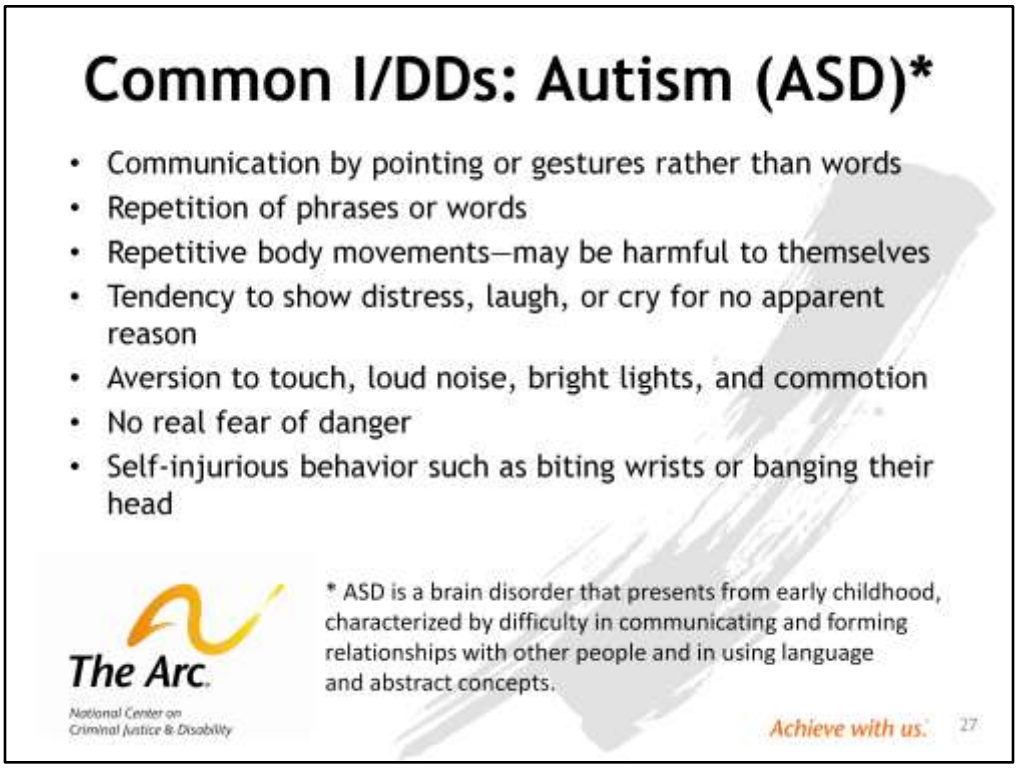
Leigh Ann Davis Speaking

They may say what officers want to hear in an effort to hide their disability. Many of you have probably seen the Making a Murderer that is on Netflix. Brandon Dassey, who has involved in that case, who clearly has IDDs, how his confession was coerced and how often this kind of thing that's happening to juveniles and people with Intellectual and Developmental Disabilities. Laura Nirider is his attorney and she mentions that false confessions by juveniles are incredibly common. When you put together, a juvenile plus that they have a intellectual disability, you can see where this increases the chance much more of giving a false confession.



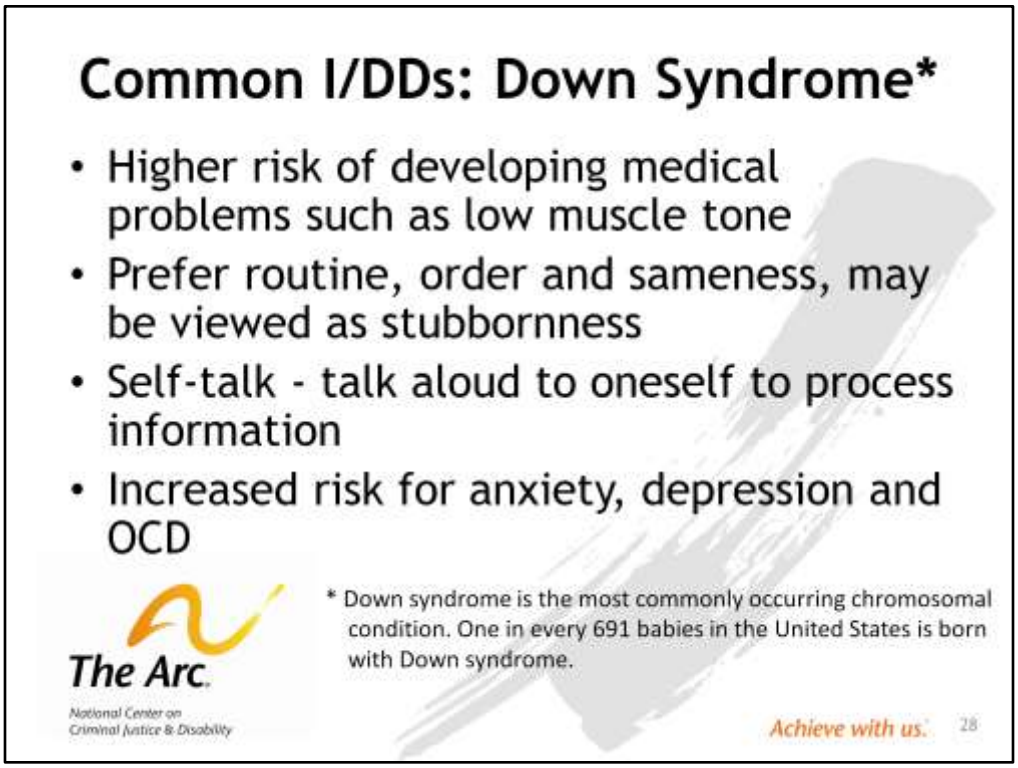
Leigh Ann Davis Speaking

In determining disability, there's some things you can ask the individual or look at records to see if a disability does exist. Did the person attend special education classes? Did they get any financial assistance? Did they carry any kind of card? These are some of the things where we do training, where police officers, attorneys can get an idea of how to tell if people have some type of disability.



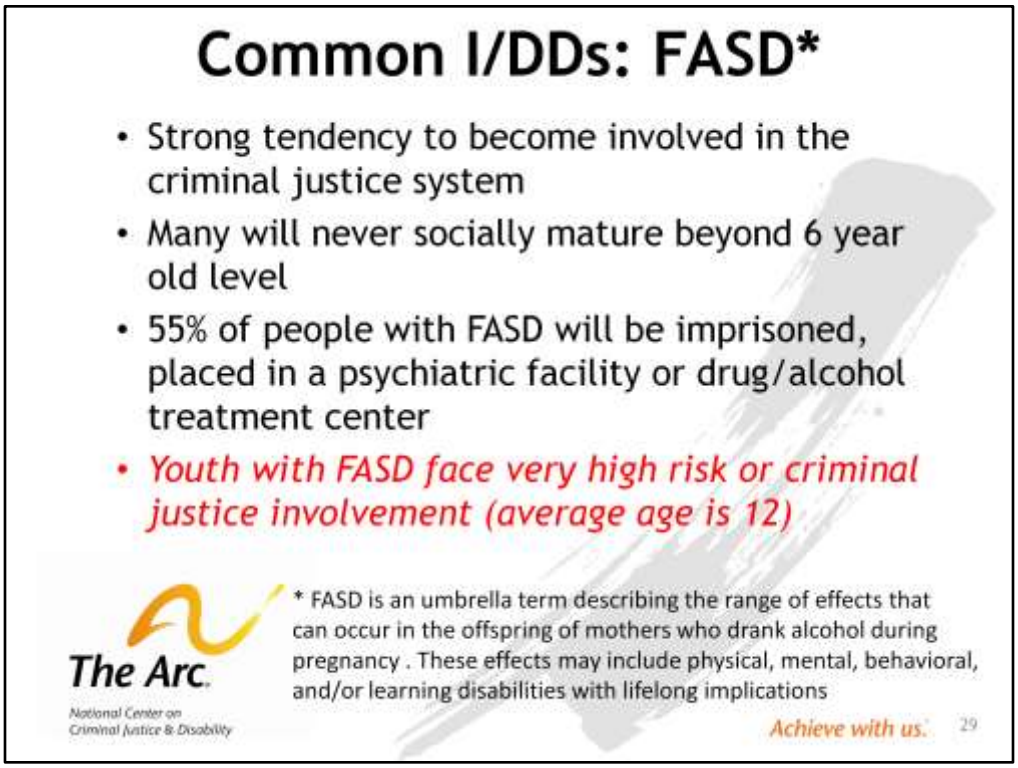
Leigh Ann Davis Speaking

Some of the common IDDs that we provide in our training is autism. I'd like to direct you to our website where we have a fact sheet on each one of these. We point out different types of characteristics that people with different types of disabilities and accommodations you can use.



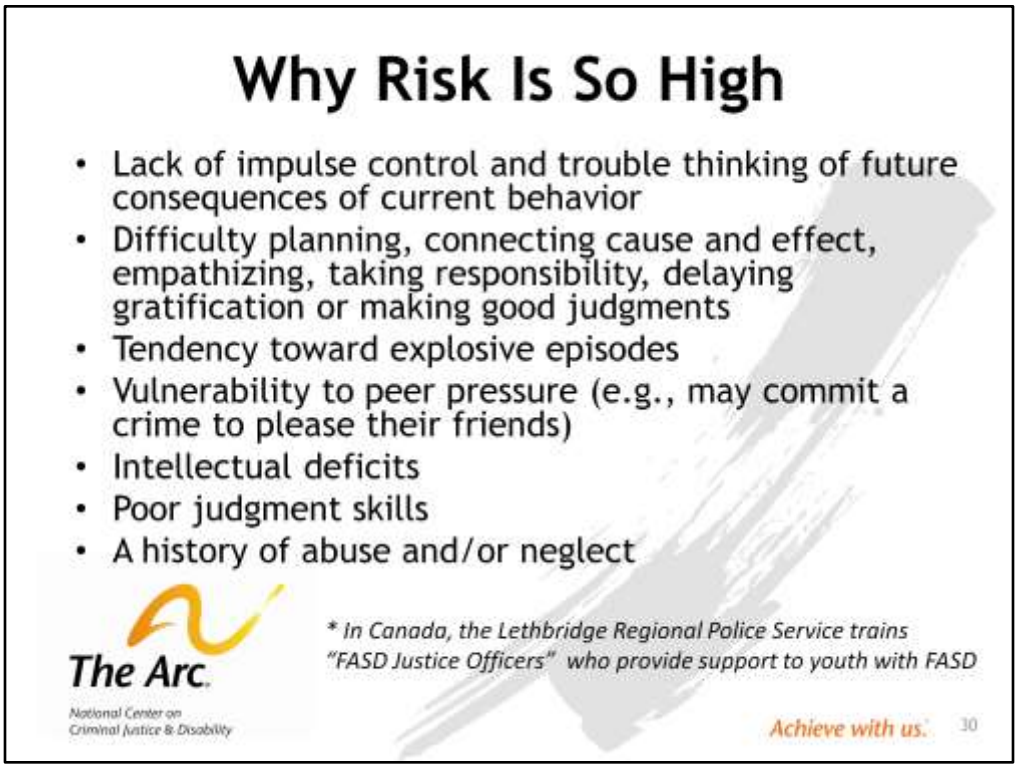
Leigh Ann Davis Speaking

We have one on down syndrome.



Leigh Ann Davis Speaking

And fetal alcohol spectrum disorder as well.

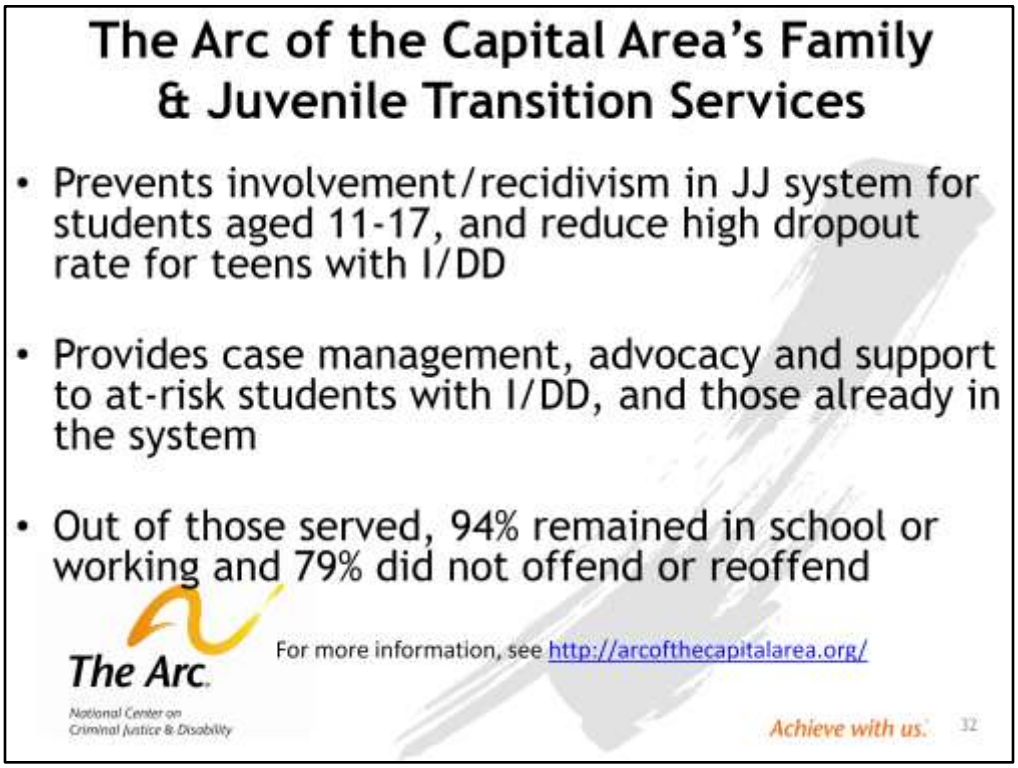


Leigh Ann Davis Speaking

I want to point out in looking at FASD, one of the reasons it's so high is because of the lack of impulse control. Another bullet on there is the poor judgement skills that we see over and over. It really creates a perfect storm for someone with an FASD once they get involved in the system. In Canada they have with their regional police services, they train people to deal with FASD specifically to support youth with FASD because of the overwhelming number of cases with youth who have some kind of alcohol-induced brain damage.

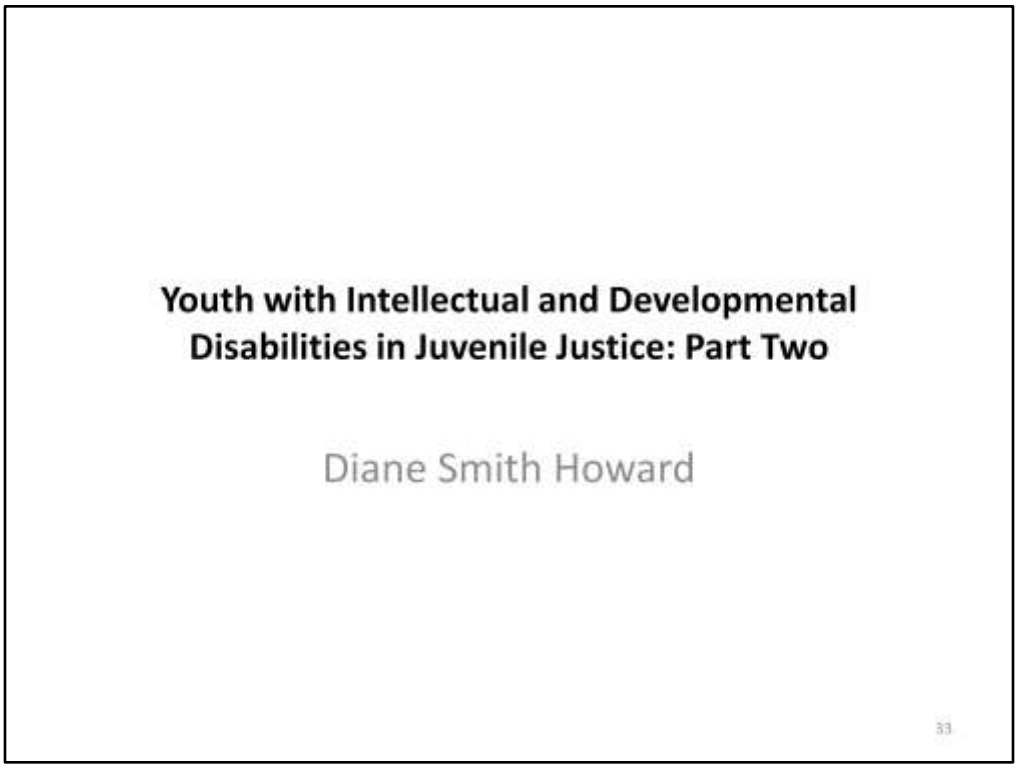
Leigh Ann Davis Speaking

What we need to keep in mind and this is a great point that we have to identify how Intellectual and Developmental Disabilities affects a youth's entrance into the juvenile justice system. And how it should be considered to establish effective interventions. This is the key question that we want to really focus on.



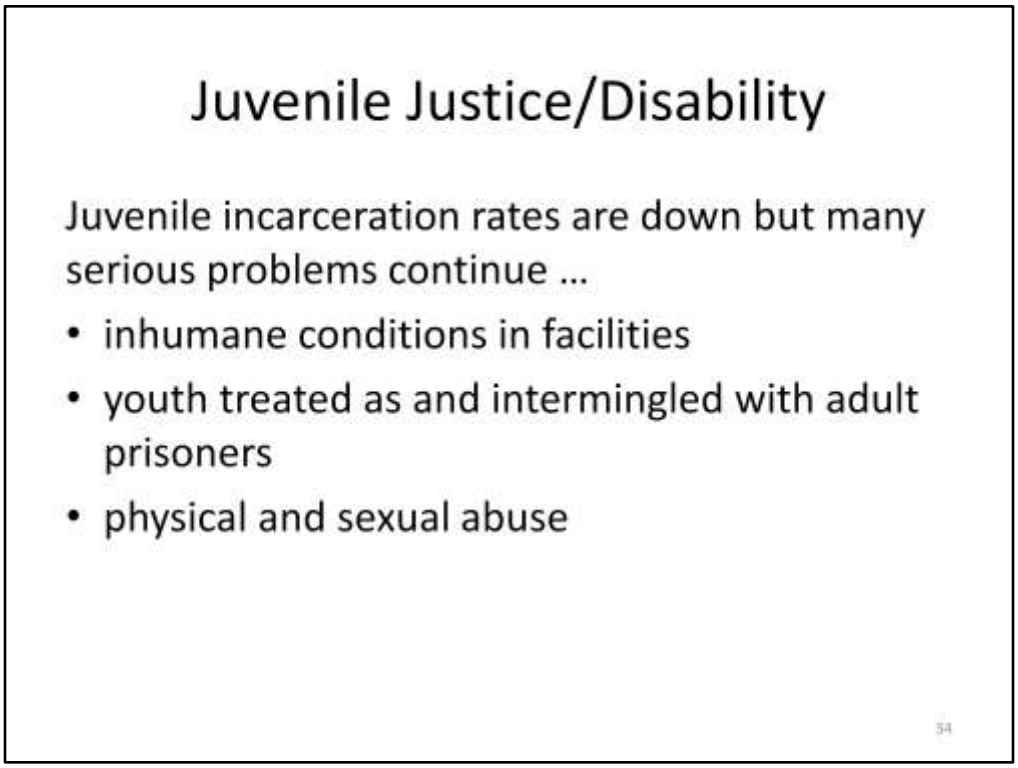
Leigh Ann Davis Speaking

The fact that there are interventions going on. One example is the Arc of the capital area in Austin, TX. They've been providing a service and trying to really focus in on the community. The goal of their program is to prevent involvement in the system and reduce recidivism. Their focus is 11-17 and they also hope to reduce the high dropout rates. How they're doing this is by providing case management, advocacy and support to those who are at risk. They support those already in the system. 94% remained in school or working and 79% did not offend or reoffend. They do have the numbers to show that by providing some kind of support whether they are at risk or already in, providing those in the community that there can be some great outcomes. I've given you an overview. I believe Diane will go a little more in depth.

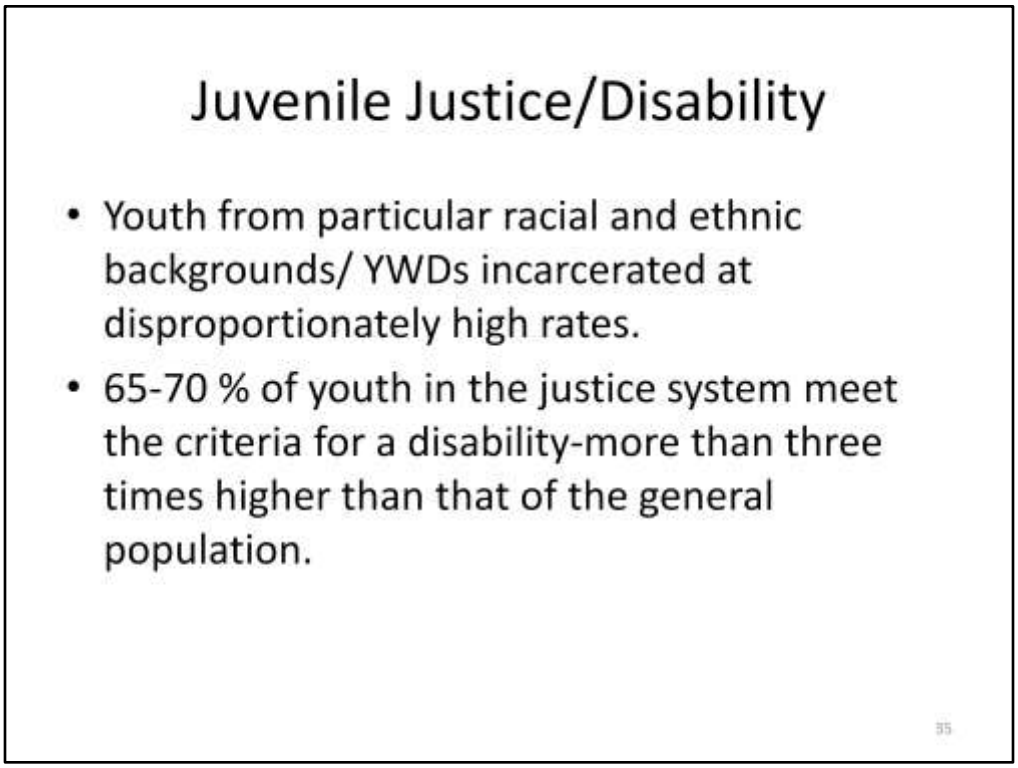


Diane Smith Howard Speaking

This is Diane Smith Howard. I'm with the National Disability Rights Network.

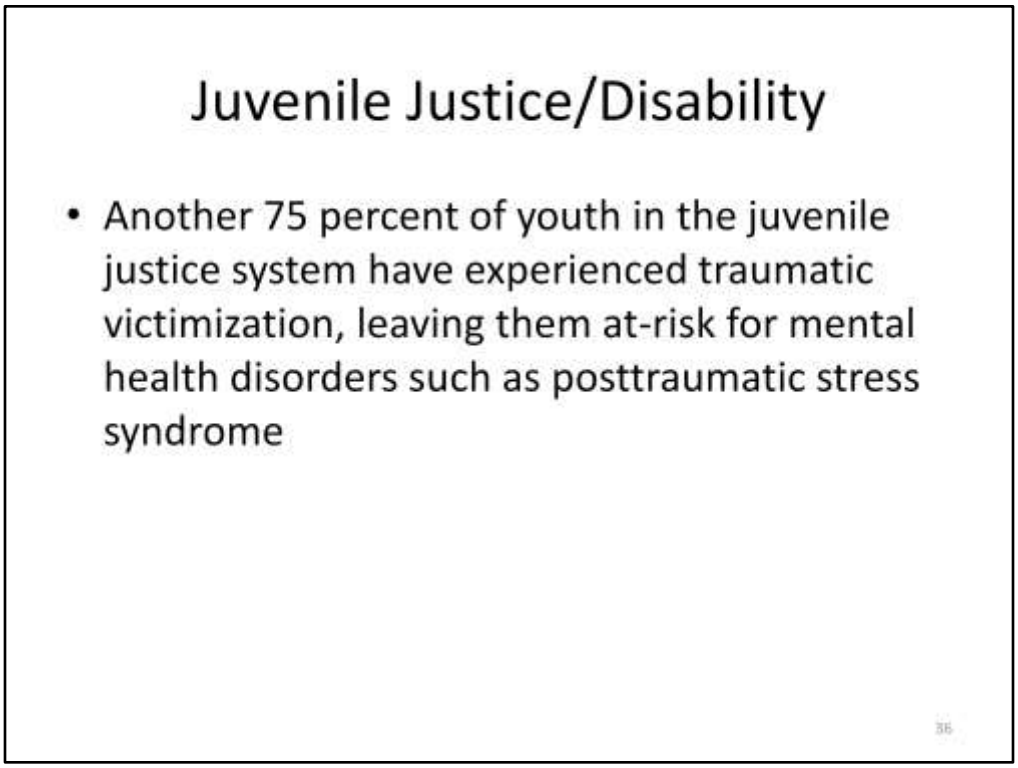


Diane Smith Howard Speaking
I'm going to be presenting on a report that NRDC , which is included as one of the handouts. That report will answer that question to some degree. We do know something about how this happens and how to prevent it. What we don't have is a significant body of peer reviewed research, which I think would be very helpful to have as we go forward. We do know that overall juvenile incarceration rates are down but yet youth with IDDs are disproportionately represented in incarceration.



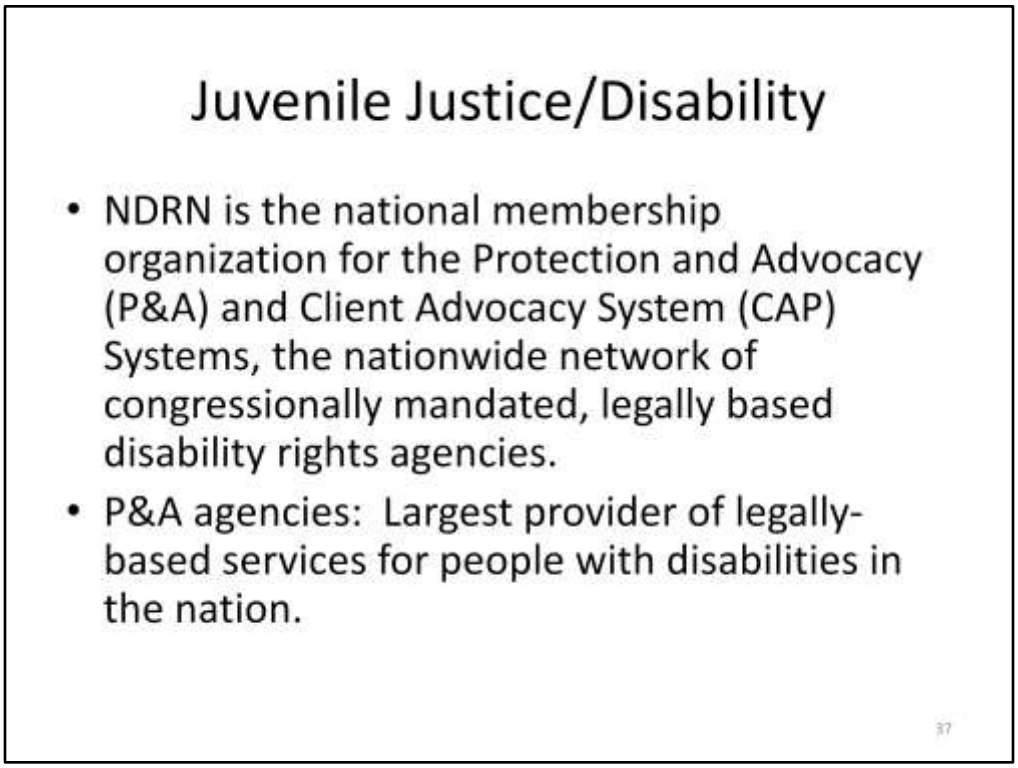
Diane Smith Howard Speaking

Youth from particular racial and ethnic groups and YWDs are disproportionately incarcerated at high rages. 65-70 % of youth in the justice system meet the criteria for a disability. Particularly so many youth know not to report that they have a disability. It's not perceived as space to be seen as having a weakness of any kind. Some don't know they have them, know to downplay that in the system. The fact that we have such high numbers are actually are even higher. The poll that Leigh Ann provided. It's interesting in our research we've determined a fair number with developmental disabilities are on the autism spectrum disorder. It's actually about 40% and anecdotally it's closer to what we're seeing with kids in the system. Another thing that happens is to think about individuals as though they can only have one factor that can cause difficulty for them. The reality is that many of these youth are different subpopulations. It's not uncommon youth with Intellectual and Developmental Disabilities to also be in child welfare system. In fact, YWDs are disproportionately represented in the child welfare and juvenile justice system. They are disproportionately youth of color and male. Race and gender are also issues. When we talk about these youth we have to think about them in terms of all the groups they are part of, not just YWDs. In addition under 75% of youth in the system have experienced trauma and victimization. PTSD is very common.



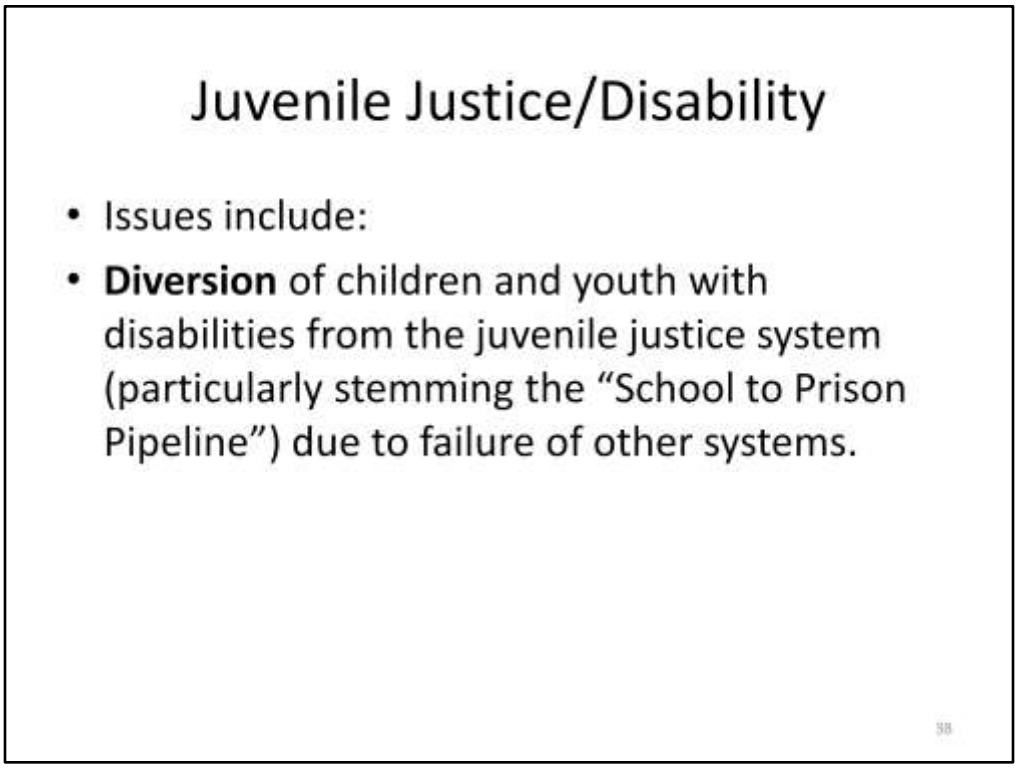
Diane Smith Howard Speaking

One of the things the Arc program looks at, is YWDs and their status as victims. The combination of being both victim and perpetrator, this creates an extra layer of complexity.

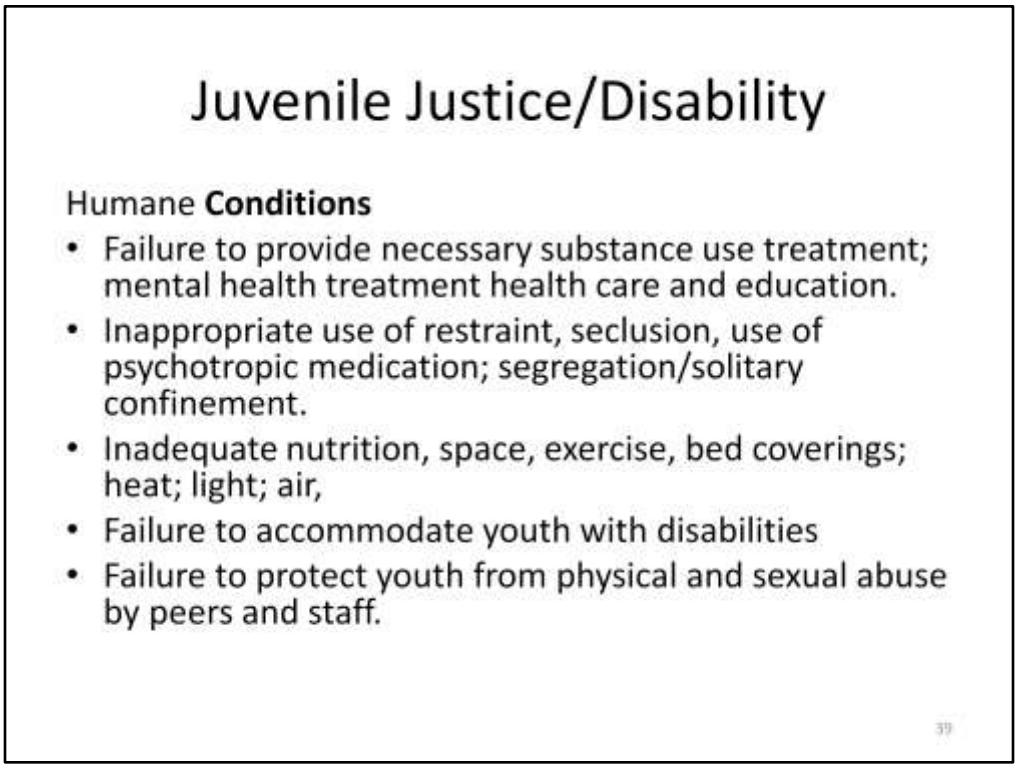


Diane Smith Howard Speaking

I'm speaking on behalf of NDRN, which is the national membership organization for the Protection and Advocacy (P&A) and Client Advocacy System (CAP) Systems, the nationwide network of congressionally mandated, legally based disability rights agencies. We are a P&A agency, the largest provider of legally-based services for people with disabilities in the nation. One of the things that prompted us to do the report is the number of cases that have come into our intake system involving YWDs in the juvenile and criminal justice system. These are systems that are being increasingly used to serve people with disabilities to replace other institutional settings that have since closed. That's why we saw the need to focus on it. I'd like to take a moment to appreciate the work that CJJ and the Arc are doing on this issue because it's a burgeoning problem and a significant area of focus.

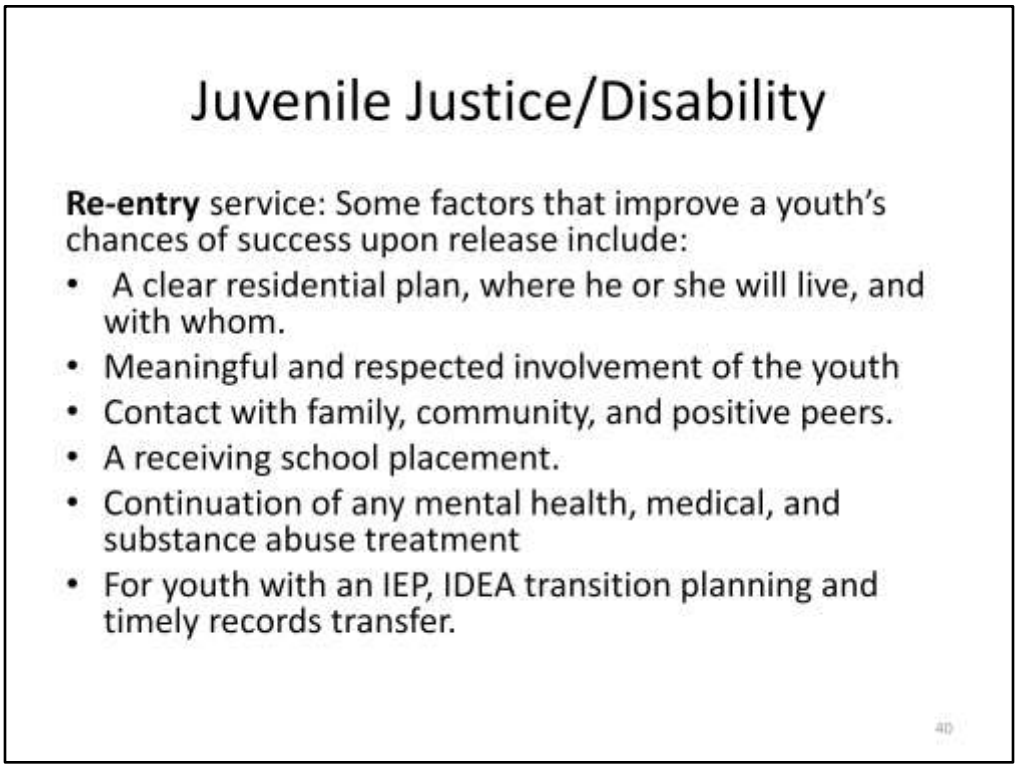


Diane Smith Howard Speaking
I want to talk quickly about diversion. This is divided into three sections: diversion, conditions and reentry. It tends to be related to the failure of other systems to provide for youth. As she mentioned earlier, the two case examples these kids shouldn't be in the juvenile justice system. One wonders how they got there. Typically that's because of failure in education, mental health or training of law enforcement officers so that they get arrested when they don't need to be. The failure of the child welfare system to make sure they get appropriate services. Not all communities have these problems. We only see the things where there are problems. We do see significant issues when service systems fail to provide the services they need they end up in the juvenile justice system by default. As other service doors closed, families are required to have their children arrested to get services that used to be available through community or child welfare services. They used to formally provide services that might work well. YWDs don't receive the services they need uniformly and they stay in the system longer.



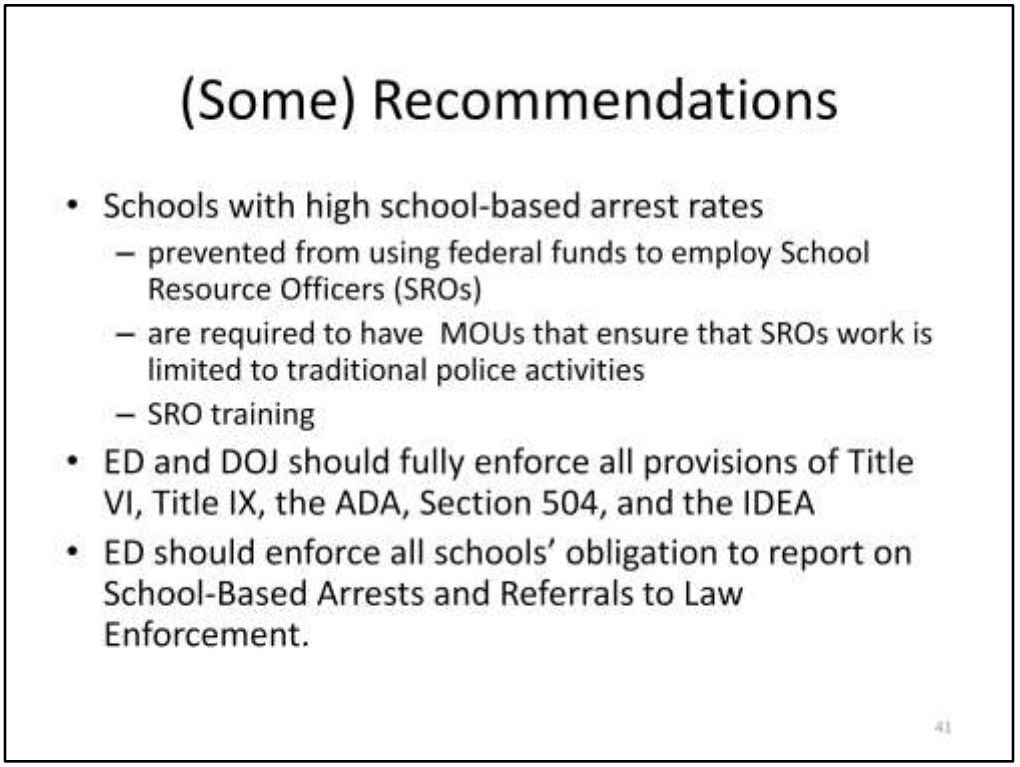
Diane Smith Howard Speaking

Conditions. One of the things that the protection advocacy network is that we have special access authority that mandates us to monitor facilities where people with disabilities are served. One of the places is juvenile justice group homes and institutional settings. We tend to see failure to provide necessary substance use treatment; mental health treatment health care and education; Inappropriate use of restraint, seclusion, use of psychotropic medication; segregation/solitary confinement; basic stuff like inadequate nutrition, space, exercise, bed coverings; heat; light; air; failure to accommodate youth with disabilities; and failure to protect youth from physical and sexual abuse by peers and staff. We receive an enormous amount of complaints about physical and sexual abuse for YWDs that shouldn't even be in the facility in the first place. Now that they're there they're not being adequately protected. We see a vicious cycle, youth with disabilities have to be referred to the juvenile justice system to get services. Once there in the system, they're not receiving those that their families thought they'd receive when they got received. We handle an enormous number of cases about conditions.



Diane Smith Howard Speaking

I think it's tremendously important, particularly for YWDs. Some states have implemented models where they look at the reentry needs as they enter the system. Instead of going back to the community, they began a process of individualized reentry from the beginning. That's tremendously important because they may have had service lapse to begin with and while they're in the system, they benefit from education, transitional, and vocational planning services. It ensures they have Medicaid access in order to get mental health benefits and that other entire package. Studies have shown is that youth do best when they reenter when they have a clear residential plan who they'll live with. They'll be more interested in accessing services that they believe in. We've seen a lot of cases, where youth are rejected by their school districts when they return. Not only is there a stigma problem coming out of the juvenile justice system, and the fact that the youth have lost contact with peers and community, they have been replaced by negative peers. When they come out of the program, they're not back in school. They have free time, they're roaming the streets. They have lost contact with their positive peers. For any youth, some form of economic planning while they're in the system. From a practical standpoint, we've discovered that some educational services in juvenile justice systems do not provide credits. That's more often the case in smaller settings like group homes, where adjudicated youth may be placed by the state. They may attend school but they don't receive credit for the time they attended school. That can be very disheartening to kids and that helps them disengage from education program. Getting transferable credits is tremendously important, regardless of where the child is placed.



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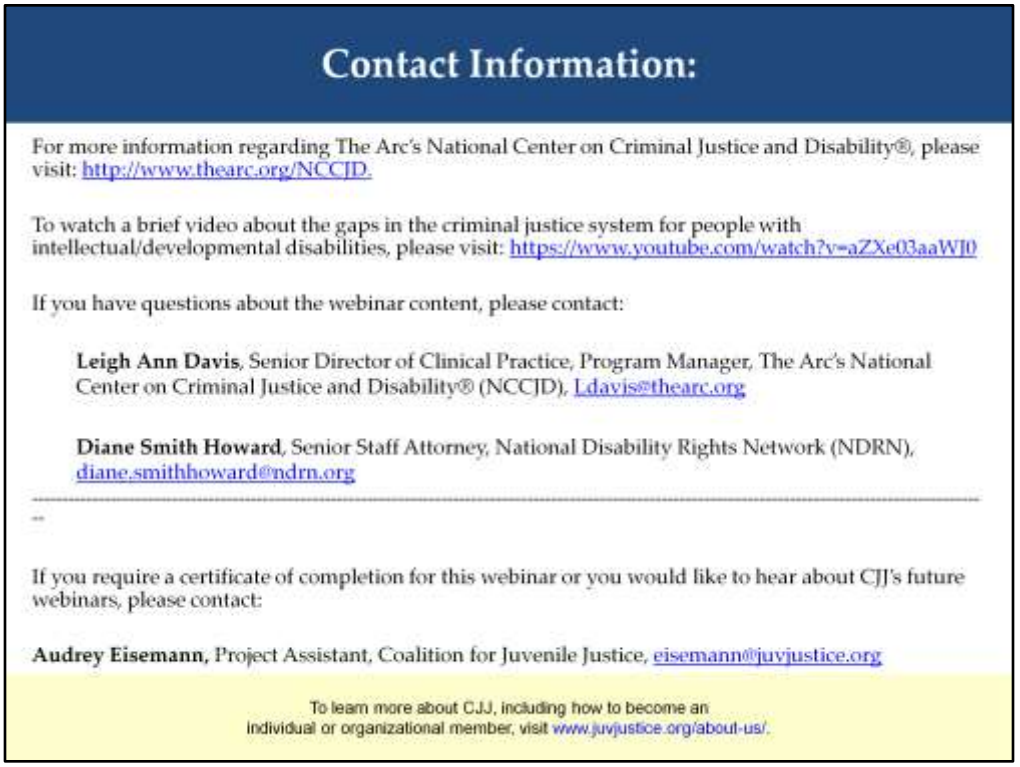
A couple of quick recommendations. When we talk about reentry programming, making sure that states have quality reentry programming is really the most important thing. Educational services and therapeutic services because so many of these kids especially with youth with IDDs because many of these kids come into the system because of a school-based arrest. We think schools shouldn't be able to use federal funds to employ SROs. The school district should do MOUs to limit traditional police activities and train SROs where there seem very high arrest rates, and that may be a conduit into the school to prison pipeline. Education departments should fully enforce all the provisions of TiTitle VI, Title IX, the ADA, Section 504, and the IDEA. The problem with putting this report together, almost all of them are violations of current federal law. If laws were better enforced, we'd eliminate many of these problems. There are not a lot of places in which new legislation is needed to solve these problems, just simply enforcement of current legislation. The exception would be passage of the Juvenile Justice and Delinquency Prevention Act, which has really important protections for YWDs. The implementation of the Prison Rape Elimination Act, which prevents the sexual abuse of those in juvenile and criminal justice facilities. So with that I'll close and I appreciate you taking the time to talk about these important issues.



Jonathan Litt Speaking

We'll be taking questions from participants at this time. You can type in your question into the questions box now, if you haven't already done so. We'll wait a few moments for questions to be entered. As you think about your questions, I'd like to remind you that the recorded webinar, transcript, PowerPoint, handouts, and additional resources will be posted on CJJ's website within 24 hours.

Q&A

JL: Our first question is regarding probation departments. Diana I thought I'd shoot this over to you. The question is do you know of any juvenile probation departments that have their own internal task force to review their service delivery to youth with IDDs?

DSH: That's an excellent question because probation departments being the entry point into the system can have a lot of power because diverting youth and providing appropriate services for them. I know the Models for Change, which is part of the MacArthur Foundation, does have a nice list of some model programs. I know that the RFK Action Corps has also done individual work with probation departments. I'd refer you to the Models for Change website. I don't want to say offhand any particular departments because I don't want to ignore one that's good, but I'd refer you to the Models for Change website.

JL: Another question regarding reentry Diane, how do you get various agencies involved with young people in the juvenile justice system to collaborate and develop reentry plans that truly meet some of the underlying needs that youth have?

DSH: That's a really good point, I know that there have been some models where communities have been able to pull in, for example the public school district, particularly for kids with IEPs, while they are still in the system by having a case worker. I think Leigh Ann talked about the importance of a case worker in that model. Having a human being assigned to that youth while they're in the system, is one of the most important ways to ensure the youth have a voice in the system and that all the systems are connected to they have a way forward when they get out. There may be information on the Models for Change website, but my contact information is on there, just contact me because I know there are some good models out there.

LAD: I would add that the more models are mentioned on the Karen Groff documentary, which is such a powerful film of showing those gaps in the system. Two or three programs in that. One of the things we do

through NCCJD is provide a model we call disability response teams, where we make sure that we bring in law enforcement, system advocates, the legal community, along with the disability community to really have equal input into the training. They have equal say, it's a cross-systems approach. It's something we discovered how powerful these teams are. I would encourage looking at that approach. We have more on how to develop a disability response team. We have a fact sheet on our website that we can provide after the webinar.

JL: Here's another question on SROs. Do you have any specific recommendations to training SROs? Should they have to understand the roles when dealing with YWDs? For example, understanding the needs on how to refer young people to the proper services?
DSH: There are some excellent models for SRO training. One of the things that's really important is role training, making sure htat poolice officer iin a school setting, he's there to make sure the community remains safe. Problems arise is when police are being asked to be the vice principal, take care of dress code violations and language. Things that really have nothing to do with school safety. I think it's important that SROs be aware of YWDs. I also think if it appears there's a lot of overlap there, there's role confusion. Officers are being asked to do work that's better done by trained education professionals.
LAD: We recently added a partner the National Association of School Resource Officers. The training that they've been provided is around mental illness, not around IDD. I've been involved in crisis intervention training, how much it impacts a situation when a SRO isn't aware of a disability. We see that as a need that has not yet been met.
DSH: The training that educational specialists receive, they went to school to do this work. Police officers went to the academy to learn a different skill set. I think one has to be realistic about how much you can train an officer about doing something different than what they've been trained to do.

JL: This question is regarding serious violent offenses. The question is how a system would respond when a youth with a disability commits a violent offense.
DSH: I think one of the things that happens when we talk about IDs and that people should keep in mind the complexity of the community. There are many IDDs who commit crimes and there are those that don't. Making sure treatment services are available for those who are truly unsafe to keep in the community. Keep in mind that there are disability related needs of all kind, even those who are in special housing units or segregation, where it really is truly necessary in a maximum security facility.
LAD: There is definitely a lack of this type of resources that we've seen as we've been providing information and referral. What we keep doing is finding these services, which goes back to this whole story of Justin. What are the options other than going straight into the system? That's something that's frustrating for families and professionals who are doing the best they can with the limited resources they have. We have to think long term about what kinds of research we need about what services are working for YWDs. How can we make sure that those are provided in our communities.
DSH: Any of the programming that the system provides is available in lower literacy levels. We've had clients access programming but they can't read the materials. Accommodations for those who are deaf who may have other disabilities.

JL: Building off your response Leigh Ann, the question is how to support parents and families for youth with IDDs and are system involved?
LAD: I would refer folks to our white paper that you have as a handout, starting on page 7, where we ask the center to provide information on that. How to support families who are concerned about their youth and what could happen in the criminal justice system. How to be involved in the IEP process, how to ensure different strategies, the behavior intervention plan. How to involve law enforcement in your community, letting them know about the disability. Also, with SROs helping everyone to be as aware as possible. When something occurs, it's not a complete shock and surprise. When you do that, things can go wrong really quickly. It's important to be involved with local disability agencies to build a circle of support around you and your family, so that you have as much contact as possible if something occurs. We're seeing a lot of online safety. We've had several cases for youth with autism who are being charged with child pornography. It changes their entire lives. So many different caveats about how to help their families prepare. Even when you are prepared, it can go in the wrong direction. To have resources, the families aren't completely alone in these situations.

Jonathan Litt Speaking
Unfortunately we've run out of time today. I'd like to thank our presenters. If you'd like to follow up with the presenters, please feel free to reach them at the contact information listed. This webinar is the first in a series of CJJ webinars on youth with intellectual and developmental disabilities in juvenile justice. Please look for another webinar this spring. If you require a certificate of completion for this webinar or you would like to hear about future webinars, please feel free to email Audrey Eisemann at eisemann@juvjustice.org. That concludes today's webinar, thank you for joining us. We hope you will join us again for that webinar and other future CJJ webinars.