

Best-Practice Guidelines for Transition Support during Incarceration and Post Release

Stage	Recommended actions	Person(s) responsible
Intake	Design and implement an individualized skills training program coordinated by a multi-disciplinary team	
	• Conduct an assessment and request records from youth's school	TS, SE, SRO
	• Use academic, psychological, and achievement assessment results to begin developing portfolio for transition	TS, A
	• Indicate each service providers' responsibilities and create a system of accountability for transition goals	TS
	• Communicate and coordinate with all service providers, including juvenile justice and community agencies in the first week	TS, SE, SRO
	• Provide access to mental health and substance abuse services	
	• Involve the adolescent and his or her family to the extent appropriate	TS, A
	• Include a mentoring support component in transition plan	TS, PO
Imminent release	Determine the most appropriate educational and vocational placement in the community for each adolescent	
	• Conduct pre-release meeting 60 days prior to release to review portfolio and discuss plans for return to community	TS, PO, SRO
	• Carry out assessment of family and living environment to which the student is returning	
	• Finalize educational plan from facility to school two weeks prior to transition	PO, SE, TS, SRO
	• Visit the community school with the adolescent	TS, A, SC, SE, SRO
	• Conduct formal exit interview 10 days prior to release to finalize portfolio of adolescent's achievements, growth and accomplishments during incarceration	PO, SE, SC, TS
Post release	Reengage adolescents in school and/or employment immediately upon release	
	• Provide services that include social, educational, occupational, health, and community supports	PO, SRO
	• Create a support system for developing positive peer connections	PO, SRO
	• Connect youth with mentor and job coach in community	PO
	• Send records from facility to educational placement	TS, PO, SRO
	• Enroll youth in transitional educational placements where available	PO, TS
	• Provide school-based probation officers for transitioning youth when possible	PO, SRO
	• Monitor reintegration process regularly and continue to meet with transition team after the adolescent is released	PO, SRO, TS

Note. Transition specialist (TS), parole officer (PO), school resource officer (SRO), special educator (SE), school counselor (SC) and adolescent (A).

Ochoa, T.A. (in press). Improving transition support to juvenile offenders with disabilities through a collaborative approach. *Intervention in School and Clinic*, 52(1).