

JUVENILE JUSTICE AND YOUTH WITH DISABILITIES SCENARIOS

1. *Monica is an 18-year-old Native American student whose constant truancy has forced her to drop out of a regular educational setting. She is new to your program and comes with a history of substance abuse, but has no documentation of a disability. You notice that Monica is moody and unfocused in school and often has trouble completing tasks. Monica has a part-time job, but her employer is growing tired of her angry outbursts when given direction. You are concerned that Monica will lose her job, leave your program, and begin using drugs again.*

- Q: 1) What are some possible reasons for Monica's behaviors at school and on the job?
- 2) How could you use school, family, or community resources to secure appropriate services for Monica?
- 3) What could you do to help Monica be more successful on the job?

2. *Cho is a 16-year-old Hmong student who has been in this country for 5 years. He appears to be adapting to the American culture, though his parents continue to live according to their country's traditions. Cho has been in your program for about a year and has a history of extreme mood changes, sleeplessness, physical complaints and has attempted to run away from home on several occasions. Cho has a diagnosis of ADD, but your school psychologist suspects bi-polar, and wants Cho reassessed. Cho's parents are not willing to give their permission to have him retested. It is your task to find Cho employment but you are worried that his behaviors will hamper his success.*

- Q: 1) How could you work with Cho's family to make sure your concerns are addressed?
- 2) Given the input from the school psychologist, would you change programming strategies for Cho?
- 3) How could you work with Cho to help him understand his own disability?

3. Jeff is a 17-year-old who was diagnosed with ADHD at the age of 8. A few years ago he stopped taking the medication that was helping him manage his disability because he didn't like "being different." Repeated truancy and curfew violations landed Jeff in a small court-ordered correctional treatment program. Jeff's program has lasted longer than expected due to the bad influence of his more sophisticated peers. Jeff's Probation Officer has identified your program as a good option for when Jeff leaves the facility. Among the terms of Jeff's probation will be successful school and employment outcomes. You have agreed to accept Jeff into your program when he is released in a week.

- Q: 1) What type of program structures would you consider implementing to help Jeff be successful in your program?
- 2) What questions would you ask about Jeff's situations that are not addressed in the description above?
- 3) What would be your strategy for building work readiness and finding employment for Jeff?

4. Shari is a 19-year-old new addition to your program. She has 3 prior arrests for prostitution in the past 14 months and you suspect that she still may be working the streets. She has aged out of juvenile probation and has very little family support. You have access to her last set of school records, which are 4 years old. They indicate that Shari was diagnosed as having an Emotional Behavioral Disorder (EBD). Shari's school attendance was inconsistent and she has never held a regular job.

- Q: 1) What services could you access to address the possibility that she is prostituting again?
- 2) What would you look for when reviewing her records to help you strategize for her programming and services?
- 3) What strategies could you use to expose Shari to the world of 'appropriate' employment?