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Exploring Opportunities for Supporting Juvenile Justice-Involved Youth: A Path Forward Through Expanding Graduate Training in School Psychology

Erica L. Gleason
University of Denver

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Abstract

School psychologists are equipped with a dynamic skill set and an ethical and moral responsibility to support the diverse needs of all youth. While juvenile justice-involved youth may not be a primary subpopulation served by all school psychologists, they are a high-needs group that requires special consideration and attention. As a professional entity, school psychologists' knowledge and expertise are not optimally applied to serving these youth. Consequently, school psychologists may be forgoing an opportunity to improve rates of successful school and community reintegration and overall positive life outcomes for justice-involved youth. The first manuscript of this dissertation presents precipitating and protective factors to justice involvement and proposes the School Psychologists in School Reintegration (SPSR) model, a novel conceptualization for school psychological service delivery to support juvenile justice-involved youth in the often-complex reentry process. The second manuscript examines the seemingly low presence of school psychologists in supporting this subpopulation of youth and presents evidence for the expansion of school psychology graduate curricula to explicitly include material related to supporting juvenile justice-involved youth through school psychological practice. The exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth (Gleason, 2021b), was developed and nationally distributed to school psychology graduate students and practitioners to better understand participants' perceived preparedness, experience, School psychologists are equipped with a dynamic skill set and an ethical and moral responsibility to support the diverse needs of all youth. While juvenile justice-involved youth may not be a primary subpopulation served by all school psychologists, they are a high-needs group that requires special consideration and attention. As a professional entity, school psychologists' knowledge and expertise are not optimally applied to serving these youth. Consequently, school psychologists may be forgoing an opportunity to improve rates of successful school and community reintegration and overall positive life outcomes for justice-involved youth. The first manuscript of this dissertation presents precipitating and protective factors to justice involvement and proposes the School Psychologists in School Reintegration (SPSR) model, a novel conceptualization for school psychological service delivery to support juvenile justice-involved youth in the often-complex reentry process. The second manuscript examines the seemingly low presence of school psychologists in supporting this subpopulation of youth and presents evidence for the expansion of school psychology graduate curricula to explicitly include material related to supporting juvenile justice-involved youth through school psychological practice. The exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth (Gleason, 2021b), was developed and nationally distributed to school psychology graduate students and practitioners to better understand participants' perceived preparedness, experience, competence, and interest in supporting justice-involved youth, and to demonstrate areas of growth in school psychology graduate training. In summary, Manuscripts One and Two seek to initiate a meaningful change in school psychology graduate curricula to better prepare school psychologists to effectively support and advocate on behalf of juvenile justice-involved youth.

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Erica L. Gleason, M.A.

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Advisor: Tara C. Raines, Ph.D.

Author: Erica L. Gleason, M.A.
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Introduction

Over the last decade, the National Association of School Psychologists (NASP, 2012) have held school psychology graduate programs and practitioners to a particular set of organizational and service delivery standards to ensure that "all children and youth thrive at school, home, and throughout life" (p.1). In May 2020, NASP released what is described as an evolved NASP Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model. This updated model serves as the most recent guide for professional practice and graduate training standards in the context of current issues related to psychology and education (NASP, 2020). The NASP practice model (2020) highlights the responsibility of school psychologists to contribute to cultivating and maintaining a safe, equitable, and high-quality educational environment, including enhancing family-school and school-community partnerships to better support the academic and social-emotional success of *all* students.

Furthermore, school psychologists are expected to demonstrate understanding and respect for diversity and advocate for social justice for all students (NASP, 2020). The phrase "all students" is frequently noted throughout the 2010 and 2020 NASP practice models, indicating that supporting and accepting each unique student has been a longstanding principle of practice. While this written documentation supports an ongoing

inclusive student support initiative, youth with juvenile justice involvement remain members of an underserved subpopulation of youth (Scott et al., 2019). This disproportionality implies the existence of a discrepancy between what school psychologists are called upon to do and what is currently being demonstrated in practice. This discrepancy underscores the need for further guidance on translating the written professional principles of school psychological practice into authentic action.

School psychologists are experts in the education system and familiar with the systems it operates within (NASP, 2020). Within this context, school psychologists apply their unique understanding of child and adolescent development, social-emotional wellness, and diverse learning, to identify, implement, and promote appropriate evidence-based prevention and intervention. School psychologists are also distinctively poised to utilize their skills in consultation and collaboration to foster family-school and school-community partnerships to bolster student success (Castillo et al., 2014; NASP, 2020). The breadth and rigor of training provided to school psychologists should be mirrored in the scope and quality of the services they provide. While school psychologists are trained across a wide range of practice domains, their role appears to be limited in meeting the unique needs of juvenile justice-involved youth. This limitation signifies a pitfall in school psychologists' ability to fully meet the standards of the NASP practice model (NASP, 2020). Consequently, school psychologists may be forgoing an opportunity to serve and advocate on behalf of juvenile justice-involved youth, particularly for prevention and intervention efforts targeted at increasing permanent school and community reintegration and overall positive life outcomes.

This dissertation encompasses two intertwined manuscripts, both aiming to help pave the path forward in school psychology graduate training to support juvenile justice-involved youth more intentionally through school psychological practice and proposes a novel conceptualization for school psychological service delivery to support justice-involved youth in school reintegration. The second manuscript explores reasons for the seemingly low presence of school psychologists in supporting juvenile justice-involved youth and defends the need for expanded curricula that includes training on supporting this subpopulation of youth.

A systematic review of school psychology graduate program curricula, which illuminated the startling lack of content around this specific subpopulation of students, catalyzed the development of the exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth (Gleason, 2021$_b$). This survey was developed and distributed nationally to school psychology graduate students and practicing school psychologists to better understand participants' perceived preparedness, experience, competence, and interest in supporting justice-involved youth, to provide evidence to support expanded school psychology graduate training.

In conclusion, Manuscripts One and Two primarily seek to motivate transformative social justice change through school psychology graduate training programs, to ensure that school psychologists feel prepared and competent in their ability

to support *all* students, including one of our most vulnerable student groups – juvenile

justice-involved youth.

Manuscript One

Unlocking Untapped Potential in School Psychological Service Delivery to Support Juvenile Justice-Involved Youth

Nationwide, approximately 2,900 children and adolescents are arrested each day; and at any given time, around 60,000 youth are detained in juvenile correctional facilities; roughly 3,500 youth are held in adult jails; and almost 1,000 youth are held in adult prisons (Carson & Anderson, 2016; Minton & Zeng, 2016; Sickmund et al., 2017). Most of these youth will exit these facilities and return to their communities, while also facing limited support throughout this complex reintegration process (Sickmund et al., 2017).

Despite several positive changes to policy and practice that have led to a decrease in the number of juvenile arrests and detainment, a largely ineffective and biased juvenile justice system remains (Sickmund et al., 2017). Youth of color and youth with disabilities continue to experience criminalization and overrepresentation in the juvenile justice system at significantly disproportionate rates (Sickmund et al., 2017), confirming that further individual, organizational, and systems-level intervention must occur. As change agents of social justice, school psychologists must choose courageousness over comfortability and contribute to the necessary large-scale reshaping of school reintegration for justice-involved youth.

The Department of Education (DOE) and The Department of Justice (DOJ) distinctly endorse the notion that appropriate education is essential to ensuring long-term reintegration success for juvenile justice-involved youth (Department of Education, 2017). Children and adolescents are highly likely to spend more time in their school setting than anywhere else (Afterschool Alliance, 2020), implicating educational setting, quality, and access as inarguable elements to target in supporting justice-involved youth in successful school and community reintegration.

Recent data highlights the discrepancy between the ratio of school-based mental health professionals, particularly school psychologists, and the increasing number of students with complex presentations and needs (NASP, 2020). Embedded within this student population is a subpopulation of students with even greater unique and high needs – juvenile justice-involved youth. This introduces the first two barriers to effectively meeting the educational and psychological needs of justice-involved youth, (a) a nationwide deficit in the number of school psychologists (NASP, 2020) and (b) a presumably, even more, significant shortage in the number of school psychologists who are effectively supporting this subpopulation.

School psychologists are poised to transcend their current practice through advocating for equitable educational and psychological support for justice-involved youth at the student, organizational, and systems level, and through school psychological service delivery (NASP, 2020) that considers the unique needs of this student subpopulation. It is proposed that school psychologists utilize their specialized skills, including consultation and collaboration, to gain momentum toward meeting two goals,

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(a) the proximal goal of successful reintegration at the individual student level; and (b)

the distal goal of reducing overall recidivism rates in juveniles and increasing positive

life outcomes for impacted youth through systems-level reform.

Without disruption to existing school-based pathways to the juvenile justice

system, students, particularly students of color and students with disabilities, will

continue to be marginalized and criminalized (Hughes et al., 2020). Inaction in the face

of inequitable school-based practices that target vulnerable and underserved students

would be considered immoral and unethical by the NASP Practice Model (NASP, 2020).

While school psychologists are responsible for advocating and taking steps toward

breaking this carceral continuum, they cannot create systems-level change alone.

After a thorough review of the literature, it appears that the extent to which school

psychologists are involved in this social justice work is lacking, spanning across student,

school, and systems level. In response to these opportunities for improving services

to *all* students, an integrated theoretical and applied conceptualization is proposed as a

framework for practice and for better understanding risk and protective factors unique to

supporting juvenile justice-involved youth.

In this manuscript, *juvenile justice-involved youth* is defined as youth under the

age of eighteen who become involved with the juvenile justice system after being

accused of committing a delinquent or criminal act (Council of State Governments (CSG)

Justice Center, 2015). Often, youth are arrested because of age-related status offenses,

including truancy, underage drinking, and running away from home (CSG Justice Center,

2015). *School reintegration* or *reentry* will be defined as the process, activities, and tasks

that are meant to prepare justice-involved youth in detainment for the transition back into their home, school, and community (CSG Justice Center, 2015).

Understanding Common Factors Across Juvenile Justice-Involved Youth

To provide meaningful support to youth who are at risk for or have already made contact with the juvenile justice system, we must attempt to better understand the unique characteristics and common factors that this subpopulation of youth share. It is important to note that no one type of youth will commit a criminal offense (CSG Justice Center, 2020) and that the discussed commonalities are by no means exhaustive. However, we can review available data of youth characteristics and type of criminal offense committed to gain a better understanding of criminogenic needs and traits to inform targeted and effective intervention. Criminogenic needs, also referred to as individual factors that directly correspond to youth's likelihood of recidivism (Brogan et al., 2015) and non-criminogenic needs, which are not necessarily related to criminal behavior, are outlined below. The purpose of outlining these common characteristics and precipitating factors to delinquency and juvenile justice-involvement is to concentrate on what is beneath the surface level presentation of the student to better appreciate and support the whole child.

Age and Developmental Considerations

Fifty-four percent of youth housed in juvenile justice facilities are between 16 and 17-years-old (Sickmund et al., 2017). However, children as young as six-years-old have been sent to juvenile court for delinquent behavior (Carson & Anderson, 2016). Advances in child and adolescent neuroscience research have demonstrated that brain development occurs at markedly diverse rates based on a myriad of influential factors,

suggesting that chronological age is not necessarily indicative of developmental age

(Jäggi et al., 2016). Incomplete development of brain mechanisms is related to a greater

susceptibility to engage in reward-seeking behavior, which includes an increased

likelihood of engaging in impulsive and risky behaviors to obtain this reward (e.g.,

substance abuse) (Cohen & Casey, 2014).

Additionally, prenatal exposure to substance use, including alcohol, cocaine,

heroin, and nicotine, is associated with youth demonstrating more significant levels of

hyperactivity and difficulty in attention and impulse control (Baglivio et al., 2017). These

challenges in executive functioning become risk factors for developing antisocial

behavior and engaging in criminal behavior (Cohen & Casey, 2014; Jäggi et al., 2016).

Furthermore, there are a number of social and biological factors that increase the

propensity for children and youth to engage in criminal behavior and become involved in

the juvenile justice system (Baglivio et al., 2017). Innovations in neuroscience and

neuropsychology should be considered in the context of appropriately supporting youth at

risk for or with juvenile justice involvement. If youth are provided prevention and

intervention that is tailored to their developmental and individualized needs, overall

criminal offending would reduce (Jäggi et al., 2016). Providing youth with the supports

they *need* can impede derailment from prosocial behavior and divert them from

delinquency and juvenile justice-involvement altogether (Jäggi et al., 2016).

Adverse Childhood Experiences

Research indicates that the younger a child's age at the time of arrest and

detainment is correlated with an increased trauma reaction (Jäggi et al., 2016).

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Furthermore, increased involvement in the juvenile justice system leads to increased exposure to trauma (Wildeman et al., 2014). Therefore, it can be inferred that the younger the age of entry into the justice system, the greater the exposure to adverse childhood experiences (ACEs) a child will have.

Exposure to ACEs, also known as traumatic events, experienced in childhood, increases the risk of delinquency, criminal offending, detainment, and recidivism (Wolff et al., 2015). ACEs are associated with an increased risk of committing serious and violent offenses in adolescence and young adulthood (Fox et al., 2015). Data reveals that over 90% of youth in detainment experienced at least one form of trauma; 84% of youth had experienced more than one trauma; and over 55% of youth reported experiencing six or more traumatic experiences (Abram et al., 2013). This data is comprised of traumatic experiences reported by youth that occurred before detainment (Abram et al., 2013). The experience of arrest and detainment is traumatizing to children and adolescents (Wildeman et al., 2014). Therefore, it is implied that children and adolescent's interaction with the juvenile justice system is only increasing their number of ACEs, and likely contributing to worsened trauma responses and overall mental health outcomes.

Students with Disabilities

In the juvenile justice system, youth are identified as having a disability at nearly four times the rate of students attending a community-based school (American Civil Liberties Union, 2021). It is estimated that at least one in three youth involved with the juvenile justice system in some capacity are identified with a disability that qualifies

them for special education services under the Individuals with Disabilities Education Act of 2004.

Of these students, less than half are reported to receive special education services while in detainment (Dawson, 2020). It is suspected that the number of youths receiving facility-based special education while in detainment is much lower (Office of Special Education Programs, 2015). Students with disabilities and, specifically, students of color with disabilities and the intersection of school-based pathways to juvenile justice, will be discussed in greater detail later in this manuscript.

Race and Ethnicity

Incarcerated youth are disproportionately Black, Hispanic, and American Indian, with males making up approximately 69% of this population (Sickmund et al., 2017). However, Black children and adolescents, specifically, Black males, experience criminalization and overrepresentation in the juvenile justice system at highly disproportionate rates (Sickmund et al., 2017). In the United States, Black students are at least twice as likely to receive a school-based law enforcement referral and three times as likely to be arrested than White students (American Civil Liberties Union, 2021). Many factors contribute to these disproportionate figures, including racial stereotypes and prejudice maintained by biases in the attributions people make about a child and adolescent's behavior (Girvan et al., 2017).

One of the most notable instances of racial bias contributing to school-based pathways to the juvenile justice system are teachers and other school staff demonstrating the cognitive error of the *hostile attribution bias* (Trachtenberg & Viken, 1994). This

form of discrimination can contribute to teachers and other school staff perceiving

racialized emotions of students (Halberstadt et al., 2018). Research suggests that teachers

often perceive Black males as demonstrating more hostile and aggressive behaviors when

compared to White males exhibiting the same behavior (Halberstadt et al., 2018). These

explicit and implicit biases strongly influence disproportionate disciplinary referrals and

actions, including school-based law enforcement referrals, that contribute to the extreme

racial disproportionalities seen in the juvenile justice system (Welsh & Little, 2018).

Sex and Sexual Orientation

Approximately 85% of children and youth involved in the juvenile justice system

are males (Sickmund et al., 2017), with girls of color being the most rapidly growing

population of youth receiving school-based law enforcement referrals (Raines, 2019). In

addition to students of color and students with disabilities, LGBTQIA+ youth also

comprise a marginalized group of overrepresented students in the juvenile justice system

(Irvine & Canfield, 2017). The acronym LGBTQIA+ represents individuals who describe

themselves as Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, or Asexual (Irvine

& Canfield, 2017). The "+" sign included at the end of this acronym signifies persons of

the community who identify with a sexual orientation or gender identity that is not

included within the LGBTQIA acronym (Irvine & Canfield, 2017). It is important to

include this "+" sign after the acronym, as it is an inclusive way of indicating gender and

sexual identities that have not yet been identified or translated into a word.

Approximately 9% of youth in the United States are LGBTQIA+ (Conron, 2020),

while LGBTQIA+ youth are estimated to represent 20% of all youth detained in juvenile

justice facilities (Irvine & Canfield, 2017; Wilson et al., 2017). Broken down even further, 3.2% of males and 39.4% of females in these facilities are LGBTQIA+ (Irvine & Canfield, 2017; Wilson et al., 2017). While youth of color experience racial prejudice and discrimination that contribute to alarming rates of juvenile justice involvement, youth of color who are also LGBTQIA+ make up approximately 85% of the 20% of LGBTQIA+ youth in juvenile justice facilities (Irvine & Canfield, 2017; Wilson et al., 2017), leading to further ostracization.

Socioeconomic Status and Poverty

The process of school and community reintegration is justifiably a time of great distress for youth (Farn & Adams, 2016). This stress is often exacerbated by the many barriers that can impede successful reintegration (Calleja et al., 2016). Upon release from detainment, youth are often expected to return to the same environments and circumstances that contributed to their juvenile justice involvement (Farn & Adams, 2016).

Most juvenile justice-involved youth live at or below the poverty line in the United States (Raines, 2019). Youth of color are more likely to experience poverty, with Black, Hispanic, American Indian, and Alaskan Native youth having the highest poverty rates (National Center for Education Statistics, 2020). Youth of lower socioeconomic status (SES) almost always reside in neighborhoods and communities also characterized by low SES and face systematic differences in access, opportunity, and in the treatment they receive (Carson & Anderson, 2016). Consequently, impacted youth are at a social

and economic disadvantage that often hinders them from accessing the services and supports they need to be successful (Carson & Anderson, 2016).

All children and youth require their basic needs to be met first and foremost (Lerner, 2005; Maslow, 1943). Maslow's hierarchy of needs (1943) illustrates that individuals must have access to basic needs, including housing, food, water, sleep, and safety, before they can direct any meaningful energy toward improving their academic engagement and performance, and prosocial behavior. When these basic needs are not met, youth are more likely to feel pressure to engage in illegal measures to satisfy their needs, frequently committing crimes including theft and other petty crimes (De Nike et al., 2019).

One of the most significant contributing factors to juvenile delinquency is witnessing and experiencing violence in the home and community (Lösel & Farrington, 2012). Youth subjected to violent acts are more likely to project their associated frustration and fear onto others and act out in harmful ways (De Nike et al., 2019). Without appropriate support and healthy coping mechanisms, including emotional regulation and distress tolerance skills, youth are more likely to engage in criminal offenses (Lösel & Farrington, 2012). Furthermore, the overwhelming majority of these youths have already experienced the effects of incarceration due to their immediate and extended family being involved in the criminal justice system (Raines, 2019). Sometimes, youth perceive their home, neighborhood, and community as so dangerous, they either intentionally or unintentionally engage in activities that are likely to lead to arrest and detainment as a means of removing themselves from the threatening environment (De

Nike et al., 2019). Consequences related to gang affiliation are cited as one of the primary reasons youths are fearful of remaining in their community (De Nike et al., 2019).

Type of Offense Committed

Federal guidelines state that "the purpose of juvenile detention is to confine only those youth who are serious, violent, or chronic offenders" (Sawyer & Wagner, 2020). If these guidelines were adhered to, youth that commit non-violent and low-level offenses, including technical probation violations (Sawyer & Wagner, 2020), would likely not be incarcerated at the startling rates we still see today. In 43 states, less than 10% of juvenile arrests were made for violent crimes (U.S. Department of Justice, 2018). Many incarcerated youths are being held for non-criminal violations related to a previous offense and not for committing a new criminal offense (Shannon et al., 2019). Youth are being detained for status offenses, which include behaviors that only youth can be held accountable for (e.g., truancy and running away) and are not considered violations for adults (Sawyer & Wagner, 2020; Shannon et al., 2019). Approximately one in ten youth are being held in adult jails and prisons or in juvenile justice facilities that are nearly indistinguishable from adult jails and prisons (Sawyer & Wagner, 2020). Considering most youth with justice involvement have committed non-violent offenses, it begs the question, why must youth be unfairly burdened with the negative stigmatization of juvenile justice involvement, and stripped of their childhood, due to a societal agreement to hold children to adult standards they are not developmentally equipped to meaningfully comprehend?

Mental Health and Substance Use

An upwards of 70% of youth arrested have a diagnosed mental health disorder, which includes substance use disorders (Substance Abuse and Mental Health Services Administration (SAMHSA), 2017). However, it is estimated that this percentage is even more remarkable when considering undiagnosed mental health disorders at the time of arrest (SAMHSA, 2017), and the harmful psychological impact of incarceration on youth's health and wellbeing. Approximately one in four juvenile justice-involved youth experience such severe mental illness that it impairs their ability to function effectively across important life domains (SAMHSA, 2017). Youth who struggle with mental health, including substance abuse, are at greater risk of developing a substance use disorder, failing to successfully reintegrate into their school and community, and are more likely to commit repeated criminal offenses (Belenko et al., 2017). The co-existence of a substance use disorder and another mental health disorder will be referred to as having a *co-occurring or dual disorder* (SAMHSA, 2017). Youth who struggle with co-occurring disorders are more likely to experience academic failure than their peers (SAMHSA, 2017). Untreated co-occurring disorders are another factor that contributes to the cycle of repeated juvenile justice involvement, as academic failure is associated with higher delinquency, and academic success is considered a protective factor (Foley, 2001).

In many schools, student substance use is considered a violation of zero-tolerance policies and generally results in punitive punishment, including suspension and expulsion (Jenson et al., 2009). The threat of receiving disciplinary action may stand as a barrier to a student's willingness to seek out help for substance abuse. Rather than promoting a

more restorative school culture that offers support and healing, including substance use in zero-tolerance policies may invoke fear of being reprimanded for seeking help (Farm & Adams, 2016). Research suggests that students who are deterred from accessing available school support services due to the influence of fear-based diversion tactics or if student support services do not exist, are at increased risk for engaging in delinquent behaviors that can lead to juvenile justice involvement (Farn & Adams, 2016).

A fundamental mission of juvenile justice systems is to provide rehabilitation (Belenko et al., 2017). However, many juvenile justice facilities fail to provide adequate support and evidence-based treatment for youth with mental health disorders (Belenko et al., 2017). The rate at which youth experience these disorders warrants a comprehensive look at what is considered adequate rehabilitation. The literature demonstrates that best practice when working with juvenile justice-involved youth requires first identifying criminogenic needs and considering implications of shared characteristics and factors across this subpopulation (Andrews & Bonta, 2010). Juvenile justice-involved youth present with unique and complex conditions that should be addressed with evidence-based intervention that is dynamic and distinctively developed to match the level and intensity of care needed to promote successful reintegration. With schools being an environment that children and adolescents are highly likely to spend much of their time, (American Civil Liberties Union, 2020) and educational attainment is highly predictive of youths' life outcomes (Foley, 2001), the school setting is likely to house untapped potential.

School-Based Pathways to Juvenile Justice Involvement

School-based pathways to the juvenile justice system are systematic policies and practices that push students out of their schools and into juvenile justice systems (Hughes et al., 2020; Skiba et al., 2014). "When children attend schools that place a greater value on discipline than on knowledge, they are attending prep schools for prison" (Davis, 2015). School policies have historically criminalized students of color and students of color with disabilities at alarmingly disproportionate rates, and present-day practices largely continue to perpetuate this discrimination (Hughes et al., 2020). Many community-based schools still focus on punitive rather than restorative approaches to discipline (Song & Swearer, 2016).

Disproportionalities in Special Education and Juvenile Justice Systems

In community-based schools, Black students are at least twice as likely to be identified as having an emotional disturbance, also referred to as an emotional and behavioral disorder (Office of Special Education Programs, 2015). Students of color are also twice as likely to be identified with an intellectual disability than their White peers, and at least one in five students of color with disabilities are either suspended or expelled from their school over the course of one academic year (Office of Special Education Programs, 2015). Suspension and expulsion from school are associated with an increased risk of school dropout and juvenile justice system involvement, leaving this particular group of students at even greater risk for these negative outcomes (Skiba et al., 2014). Furthermore, students with disabilities are at least three times more likely to be arrested and referred to law enforcement than students without disabilities (American Civil

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Liberties Union, 2020). Research indicates that this risk is significantly amplified in schools with police, referred to as student resources officers (SROs) (Belenko et al., 2017).

The Individuals with Disabilities Education Act (IDEA) of 2004 promises *all* students with disabilities receive access to Free Appropriate Public Education for Students with Disabilities (FAPE), under Section 504 of the Rehabilitation Act of 1973 (1996). Under IDEA of 2004, students are also required to receive educational services in the *least restrictive environment* (LRE), which requires that *all* students receive academic instruction in the general education environment to the greatest extent possible. IDEA of 2004 was amended through Every Student Succeeds Act (2015) to further support positive educational and life outcomes for children with disabilities. In 2016, IDEA (2004) added regulations specific to "Significant Disproportionality (Equity in IDEA)." While these increasingly progressive regulations appear to put forth meaningful responses that are necessary for taking steps toward addressing racial disproportionality in special education (Department of Education, 2017), these regulations may have missed an opportunity to focus on supporting students more intentionally with disabilities and students of color with disabilities, at the individual, school-level (i.e., organizational-level).

It is imperative to acknowledge that substantial work has been done, and is still being done, across disciplines, including implementing promising legislative changes to address racial disparities across social systems. However, it is equally important to

consider why these amendments are not being meaningfully reflected in our schools,

communities, and juvenile justice systems, at least not swiftly enough.

Flipping the Script for Juvenile Justice-Involved Youth by Overcoming Stigma

Students with juvenile justice involvement are up against significant stigma

(Belkin, 2017; Mathur & Clark, 2014; Snodgrass et al., 2020). As youth reintegrate into

school, they are often dehumanized and labeled as a "juvenile delinquent" or "criminal"

(Weaver & Campbell, 2015). They are regularly treated as if they are expected to fail,

which increases their chances of experiencing school failure through self-fulfilling

prophecy (Snodgrass et al., 2020). School staff often have difficulty viewing

the *whole* student and their many strengths, positive traits, and talents, and instead, their

attention is often directed by biased perceptions of the student's behavior, particularly

bias around the behavior of Black students (Dhaliwal et al., 2020).

For the purposes of this manuscript, *implicit bias* is discussed as unconscious

beliefs perpetuated by school staff and school administrators that help maintain pervasive

racial disproportionalities in schools and juvenile justice systems. In schools, the implicit

bias of educators can cause teachers to see differences in student performance and

behavior that are not necessarily accurate in comparison to the standards White students

are held to (Dhaliwal et al., 2020). Teachers' implicit racial bias can contribute to biased

evaluations of a student's academic performance, resulting in significant adverse

outcomes in educational attainment (Welsh & Little, 2018). This is important to note, as

the literature supports the relationship between educational attainment and juvenile

justice involvement (Foley, 2001).

In one study, preservice teachers were asked to identify the emotions expressed by 20 Black students and 20 White students (Welsh & Little, 2018). This study aimed to measure preservice teachers' accuracy in labeling the expressed emotions (Welsh & Little, 2018). This was done to assess if racialized emotion perception or anger bias were present in their emotion identification (Welsh & Little, 2018). Results indicated that teachers were less accurate in identifying emotions expressed in Black student faces when compared to White student faces (Welsh & Little, 2018). Furthermore, teachers recognized the feeling of anger in the faces of Black students more often, even when the emotions they were expressing were not commensurate with the stated emotion (Welsh & Little, 2018). Teachers also perceived Black male students as displaying more hostile behaviors than White male students, which has been reported in several studies examining similar phenomenon (Girvan et al., 2017; Payne & Welch, 2018; Trachtenberg & Viken, 1994). This type of bias is also known as the *hostile attribution bias*, which occurs when an individual, in this case, a teacher, interprets student's behavior as having hostile intent, even when the behavior is ambiguous or low-level misbehavior (Trachtenberg & Viken, 1994).

Taken together, these results seem to consistently suggest that racialized emotion perceptions are likely to accompany preservice and licensed teachers in schools (Welsh & Little, 2018), contributing disproportionalities in discipline and law enforcement referrals. The consequences of this stigma and bias include more frequent negative interaction with law enforcement and teachers, which leads to decreased school engagement and attendance, and an increased overall negative attitude toward attending

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school (Skiba et al., 2014). Therefore, greater advocacy and immediacy toward addressing biases held by staff within schools at the local school level should be considered. It is proposed that school psychologists may have an especially important role in advocacy on behalf of marginalized students, particularly those students with juvenile justice involvement, for equitable educational and psychological support.

Considering School Psychologists as Part of the Solution

Children and adolescent misbehavior always have a function, or reason that it happens (Ward & Carter, 2019). Students who engage in disruptive, destructive, and criminal behavior, often do so because of underlying and unmet behavioral health or physical health needs (Gremli Sanders, 2020). These unmet needs include experiencing poverty and homelessness; witnessing and pressure to commit criminal behavior; limited access to community resources, positive peer groups and after-school activities; poor educational quality; and exposure to other ACEs (Wolff et al., 2015). Without appropriate services to address these barriers, these students will likely continue to demonstrate problematic behavior, leading to disciplinary action and involvement with law enforcement (Cannon & Hsi, 2016).

The standards outlined in Domain 8: Equitable Practices for Diverse Student Population in the most recent NASP practice model (NASP, 2020), support the role of school psychologists as vital in increasing school staffs' knowledge and preparedness on supporting a diverse student population. To improve momentum in reducing disparities in special education, discipline referrals, and juvenile justice system involvement, the following school psychologist-initiated interventions are proposed, (a) increased

individual and universal screening; (b) education for school staff and caregivers on early and accurate identification of atypical child development; (c) professional development on relevant topics, including culturally responsive and restorative practices, in place of punitive discipline; and (d) development and implementation of strength-based, collaborative, and dynamic school reintegration programs that are inclusive of student voice. By first targeting the context of each local school, a student's immediate environment and school climate can be positively impacted, allowing each school to serve as a building block to reach the systems-level change that advocates for equitable educational and psychological support for all students are working toward.

It may be advantageous to consider school psychologists in the role of school-based consultant to facilitate greater school staff awareness of implicit and explicit biases and exclusionary, punitive, discipline policies and practices (NASP, 2020) that have severe implications for youth of color and youth of color with disabilities. This increased awareness of the necessity of culturally responsive practices could serve as a first step in forming an informed, collaborative, school-based team to better support justice-involved youth.

When considering the intersection of school and juvenile justice systems, it is essential to underscore the connection between the disproportionality of youth of color with disabilities in special education and discipline referrals and a similarly disproportionate presentation of youth of color with disabilities in the juvenile justice system (American Civil Liberties Union, 2021). Research indicates that effective school-based academic and psychological services for justice-involved youth led to improved

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attendance rates and academic performance, higher graduation rates, and lower suspension rates, expulsion, and other disciplinary incidents (American Civil Liberties Union, 2021). These relationships further support the school setting as holding great potential for dismantling school-based pathways to the juvenile justice system, with school psychologists being a potentially influential part of this educational and social justice reform.

Each of the intervention strategies mentioned falls within the realm of school psychologists' roles and responsibilities outlined in the NASP practice model (2020). A potential caveat to successfully carrying out such interventions in current practice is school psychologists' preparedness and competency in supporting juvenile justice-involved youth. This subpopulation of youth has unique and often complex needs, which in return require more involved intervention. To address this need, further research on current school psychological practices and school psychologists' perceived preparedness, competency, experience, and interest in supporting juvenile justice-involved youth should be considered. It is anticipated that if graduate training is strengthened to include supporting this subpopulation of youth, a greater number of confident, competent, and effective school psychologists will enter the field equipped to support juvenile justice-involved youth.

School psychologists are equipped to have a role in reducing racial disparities in disciplinary referrals. One way school psychologists can support this initiative, is to provide professional training to school staff on how to practice cultural responsivity in schools to increase awareness of and mitigate harmful implicit and explicit biases

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(NASP, 2017). Research suggests that school staff who receive even brief, anti-bias training geared toward promoting a more empathetic mindset towards disciplinary practices, saw student suspension rates drastically reduced by half in the next year (Okonofua et al., 2016). Furthermore, school resource officers (SROs) that receive similar training, including the topics of implicit bias, restorative practices, and trauma-informed intervention, has implications for school discipline policies. Research demonstrates that staff receiving these trainings demonstrated a decreased use of punitive and exclusionary discipline practices in response to youths' challenging and inappropriate behaviors (Educator Policy Innovation Center (EPIC) Advisory Team, 2021).

Restorative Justice as an Alternative to Exclusionary Discipline

As a more efficacious alternative to exclusionary discipline policies, it is proposed that school psychologists advocate for and have a role in the implementation of restorative justice practices (RJP) (Song & Swearer, 2016). The philosophy of restorative justice is grounded in accountability, healing, and growth, by promoting healthy relationships, self-empowerment, and collaboration, to replace a culture that fuels punishment, guilt, and shame (Hughes et al., 2020; Song & Swearer, 2016).

RJP offers a more positively framed substitute toward school discipline and a much more effective method of reducing fighting, bullying, disciplinary referrals, and suspensions (Ingraham et al., 2016). Research also demonstrates that RJP has helped to cultivate more opportunities for positive relationship building when applied in schools, resulting in a greater sense of community and connection amongst students and their families, which are protective factors (De Nike et al., 2019).

School psychologists are exceptionally skilled in building rapport and forming and maintaining family-school partnerships through utilizing effective communication, collaboration, and problem-solving between school and families to best support student success (NASP, 2020). Youth with juvenile justice involvement often have either strained or nonexistent relationships with their family (Amani et al., 2018), making successful family-school partnerships particularly important as both a preventative measure and as part of the school reintegration process.

Effective RJP has demonstrated increases in students reporting greater connectedness to their family, school, and the larger community, and improved overall academic performance (Fronius et al., 2019). It is important to note that the spectrums of connectedness to school and community, educational attainment, and parental involvement are all predictive of successful school and community reintegration (Amani et al., 2018). School psychologists possess the unique skills necessary to facilitate RJP as an effective response to harmful student behavior and as a healing agent.

Restorative circles and restorative group conferencing are particularly applicable in both school and juvenile justice systems (Fronius et al., 2019). Restorative circles are among the first restorative justice practices implemented with youth in the juvenile justice system (Fronius et al., 2019). Recent literature indicates that using restorative circles with students in schools contributed to a more positive and safe school climate (Fronius et al., 2019). There is a heavy stigma associated with students in the juvenile justice system reintegrating into schools, and many students report feeling misunderstood and isolated (Fronius et al., 2019). Restorative circles are a group-based intervention that

has been shown to increase student's feeling of belongingness and may be particularly useful during the school reintegration process (Fronius et al., 2019). Restorative circles provide space for youth to learn and practice prosocial skills, including interpersonal effectiveness, perspective-taking, and problem-solving skills, alongside their peers (Fronius et al., 2019). Youth also have the opportunity to actively listen to one another and to process through uncomfortable emotions and feelings in a shared, collaborative space that encourages supportive discussion (González, 2015). In one study, Denver Public Schools reported a 44% reduction in their number of out-of-school suspensions after implementing restorative circles over the course of one academic year (Fronius, 2019). Several other studies stated RJP contributed to reduced disproportionality between students of color and White students by almost half in suspension rates (González, 2015; Gregory et al., 2018). The literature supports the efficacy of RJP in schools and juvenile justice systems (Fronius et al., 2019; González, 2015; Gregory et al., 2018). School psychologists may be able to facilitate multidisciplinary communication and collaboration (NASP, 2020) to influence the use of RJP in school and community reintegration for juvenile justice-involved youth.

Trauma-Informed Practice

The impact of ACEs, also considered trauma or traumatic experiences that occur in childhood, has grand implications on child brain and psychosocial development (Wolff et al., 2015). The consideration of trauma is critical in successfully supporting youth with juvenile justice involvement (Blomberg et al., 2011). Children and adolescents with ACEs, including the traumatizing process of arrest, detention, and detainment, often have

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trauma reactions that manifest as externalizing, disruptive behavior (Cannon & Hsi, 2016). This misbehavior may also appear in the school setting, and if not accurately identified as a response to trauma, will likely lead to disciplinary action, further punishing students rather than helping them to heal and thrive (Berg, 2017).

Schools have behavioral and educational standards that can be profoundly challenging for students to meet with untreated trauma (Blomberg et al., 2011). Some of these challenges include difficulties in attention, emotion regulation, distress tolerance, and learning (Berg, 2017). School psychologists already support students in these areas, as challenges in these areas can impair academic performance for many students (NASP, 2020). However, school psychologists may need to be more intentional when supporting juvenile justice-involved youth and take particular notice of their use of trauma-informed care.

Trauma-informed care includes helping students build essential life skills and healthy relationships (Zehr, 2015), which can be applied as prevention and intervention for students at-risk for or with juvenile justice involvement. Juvenile justice-involved youth face stigmatization that is often deficit-focused, which, if internalized, can result in youth putting up a barrier of defensiveness and resistance (Zehr, 2015) to accepting support during the school reintegration process. Therefore, intervention should not only be trauma-informed, but treatment must also be strength-based. Building off of youth's existing strengths and interests leads to much greater investment from youth and increased intervention success (Chadee et al., 2019). School psychologists must help to educate school staff, that while a student may have committed a criminal offense, this

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does not diminish their many great strengths, talents, dreams, and goals, with many of their goals being similar to that of their same-aged peers (Chadee et al., 2019). In conclusion, school psychologists have a moral and ethical responsibility to utilize their unique skillset to provide appropriate intervention to justice-involved youth, while also consulting with school staff so that they may do the same.

Unfortunately, not all students displaying challenging, disruptive, and risky behaviors will positively respond to intervention efforts applied in a school setting and may need additional, more intensive supports (Farn & Adams, 2016). Without adequate intervention, misbehaviors are likely to increase in severity and lead to recidivism (Henry et al., 2012). Additionally, the more escalated these behaviors become, the more difficult it is for derailed youth to get back onto a positive educational and life trajectory (Farn & Adams, 2016; Henry et al., 2012; Ramirez & Harris, 2010).

If school psychologists have exhausted all school-based means for re-engaging and supporting youth within the school setting, establishing, and maintaining school-community partnerships will be crucial for connecting youth to additional needed services (Abbott & Barnett, 2016). Once youth have made contact with the juvenile justice system, it becomes increasingly difficult to access effective remedial services of any kind (Farn & Adams, 2016; Henry et al., 2012; Ramirez & Harris, 2010). Without needed treatment, these challenges can evolve into significant barriers to successful reintegration (Farn & Adams, 2016).

Cultivating Greater School Connectedness Through Mentorship

Successful mentoring assures students that there is someone who cares about them and wants to help them grow and achieve their full potential (Darling-Hammond & Cook-Harvey, 2018). The myriad of ways effective mentoring can benefit youth are just as diverse as the youth that participate. Mentoring might be particularly important when considering how to best support justice-involved youth who feel like they are on their own in a time of great transition and change. School and community reintegration is an arduous process for youth and coupled with the developmental changes that occur throughout adolescence, only adds to this complexity (Lakind et al., 2015).

The literature on youth mentoring programs suggests that authentic, stable, and high-quality relationships with a trusted adult can have a powerful positive impact on youth, including the areas of academics, social-emotional learning, and overall wellbeing and personal growth (The National Mentoring Partnership, 2020). Youth who reported strong relationships with their mentors demonstrated higher school attendance, a greater likelihood of enrolling in post-secondary education, and overall better attitudes toward school and learning (Herrera, 2013). Youth who reported meeting consistently with their mentors were more than 50% less likely to skip a day of school and 37% less likely to miss a class when compared to their peers who did not share the same enriching mentor-mentee relationship (Big Brothers Big Sisters of America, 2020; Hammer, 2015).

Effective mentorship has contributed to youth mentees being 46% less likely than their peers to start using illicit drugs and 27% less likely to start drinking alcohol (Big Brothers Big Sisters of America, 2020; Hammer, 2015). A trusted mentor can often

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provide meaningful advice and perspective and act as a sounding board for youth (Lawner et al., 2013), which may deter youth from impulsively acting on urges, such as substance use and delinquent behavior that typically result in poor outcomes for the youth (Hammer, 2015).

Lastly, research indicates youth with juvenile justice involvement that participated in a youth mentoring program experienced several positive outcomes, including being more likely to enroll in college by more than 50%; almost 80% more likely to regularly volunteer in their community; approximately 90% more likely to become a mentor themselves; and are 130% more likely to hold leadership positions (The National Mentoring Partnership, 2020). Given the number of significant positive results associated with youth mentoring programs, mentoring in school and community reintegration for juvenile justice-involved youth should be highly considered. Whether mentors are volunteers, school staff, or peers, mentoring shows great promise in boosting feelings of academic capability and achievement, improved relationships with peers, teachers, and other school staff, and greater school connectedness, resulting in these youths being more likely to seek out support from school-based professionals when they are having a difficult time (National Mentoring Resource Center, 2017).

Peer mentoring programs have demonstrated great success in decreasing antisocial behavior, fostering community engagement, and reducing youth recidivism (De Nike et al., 2019). In peer mentoring programs for justice-involved youth, mentees are paired with mentors who have had similar life experiences, including involvement with the justice system (De Nike et al., 2019; National Mentoring Resource Center, 2017).

A current peer mentoring program, Credible Messengers (Credible Messenger Justice Center, 2020), has shown improved outcomes for youth with justice system involvement, including increased engagement with support services, compliance with court mandates, and greater community capacity to support justice-involved youth. Implications for justice-involved youth are reduced antisocial behaviors, decreased parole violations, and lower rates of repeated arrests and (Credible Messenger Justice Center, 2020). It is proposed that peer mentoring programs be facilitated and established within the school setting by school psychologists. School psychologists should consider recruiting student volunteers that are within that school building, with the idea that this will reduce barriers to accessing this support, particularly transportation, as meetings could take place conveniently on school grounds. This kind of program also does not require a significant amount of space, and does not require funding to implement, suggesting that this intervention is ideal for schools.

Crisis Response and Intervention

School psychologists have training in crisis response and intervention (NASP, 2020). School psychologists are often members of school-based crisis response teams that are readily prepared to address students' psychological well-being during and after a school tragedy (NASP, 2012). Given this skill set, school psychologists may be specially equipped to assist students and their families through the devastating and far-reaching implications of arrest, detention, and detainment, including the challenging and confusing school and community reintegration process.

School Reintegration

A review of literature demonstrates several available resources to support school reintegration for youth returning to school after an extended absence. Many reentry programs target reintegration for students with chronic medical conditions, students who have experienced significant injury, or students transitioning from an extended admission to a psychiatric facility. There are even reentry plans for students who are having trouble transitioning back into school amidst the COVID-19 pandemic. However, the presence of reintegration plans or programs for juvenile justice-involved youth that include appropriate support given their unique needs, are limited.

Approximately 200,000 youth are released from secure juvenile detention facilities or adult prisons each year, and research indicates a juvenile recidivism rate that ranges between 50% and 90% (Mears et al., 2012). To see an increase in rates of successful reentry for youth, current school and community reintegration must be reconceptualized and reformed. The literature supports the necessity for continuity of care from the time youth are placed in detention, throughout detainment, during reintegration, and into aftercare (Belkin, 2020; Mears et al., 2012). Research conveys that the most successful school reintegration plans include the following sequence, (a) Detainment; (b) Transition; (c) Reintegration; and (d) Aftercare (Belkin, 2017; Belkin, 2020, Mears et al., 2012)

Detainment

The school reintegration process should not be delayed until after the youth is released from detainment. Reentry should start in detention, where youth are temporarily

held until sentencing is determined (De Nike et al., 2019). This means that conversations amongst the key support systems in the youth's life must start early. The formation of a transition team should be considered to mitigate gaps in communication and care. This transition team might include relevant juvenile justice staff; the youth's probation officer, if applicable; school staff, including the school psychologists, administration, special education teachers; the youth's family; and the youth themselves, as it is proposed youth have an active voice in their reintegration program. The strength of the transition team is suggested as one of the primary predictors of successful school reintegration for juvenile justice-involved youth.

Transition and Reintegration

The transition team discussed above should consistently communicate and collaborate before the youth's release from detainment to begin developing an individualized school reintegration program. The school reintegration program should be developed before the actual time of reintegration, meaning all parties, including the youth, must collectively develop and buy-in to an individualized reentry program for that youth. To effectively do this, a means of determining youth's risk of recidivism and the level and type of services they may need should be completed. School psychologists may want to consider using some variation of the Risk-Needs-Responsivity framework (Andrews et al., 1990) to comprehensively screen youth for their level of recidivism risk; to identify any particular domains that may need to be triaged higher than other areas; to determine what interventions should be considered based on that particular youth's

needs; and how the intervention will be implemented and monitored. A one-size-fits-all model is highly discouraged.

Aftercare

Aftercare is the continued support youth receive when the reintegration process has progressed to the point of the youth demonstrating primarily or exclusively non-criminogenic behaviors (De Nike et al., 2019). Aftercare ensures that youth receive a consistent continuum of services and supports beyond reintegration, rather than removing support after youth cross the "finish line" of reentering their school and community (Calleja et al., 2016; De Nike et al., 2019). Aftercare will look different for each youth, as each student's needs and progress are individual and dynamic. School psychologists may also be able to apply their skills of progress monitoring in this context to determine youth's development and the need for continued intervention (NASP, 2020). Removing a student's support system too early can lead to increased rates of repeated criminal offenses (De Nike et al., 2019; Platt et al., 2015). To mitigate recidivism, it is encouraged that a youth's school-based transition team should continue to provide wraparound support, dependent on the continued severity of youth's challenges.

Guiding Theoretical Orientations

Many models of reintegration for juvenile justice-involved youth have common guiding theoretical orientations. Among these frameworks are social control theory (Hirschi, 1969), general strain theory (Agnew, 1992), and social learning theory (Bandura, 1977). Social control theory emphasizes the importance of positive social relationships in deterring youth from engaging in criminal behavior (Church et al., 2009).

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Healthy social relationships are a protective factor, while the opposite is predictive of juvenile justice involvement (Church et al., 2009). General strain theory proposes that youth who engage in criminal behavior do so because there are actual or perceived barriers to goals deemed socially acceptable by societal standards, including educational attainment and economic success (Zapolski et al., 2018). The social learning theory insinuates that the social groups youth are involved in often dictate whether they will participate in prosocial or antisocial behavior (Gagnon, 2018). This means that if a youth's peer group is involved in criminal behavior, they are more likely to engage in the same type of behavior (Gagnon, 2018; Zapolski et al., 2018).

Overall, it is recommended that social control theory, general strain theory, and social learning theory be considered when attempting to better understand why students may be engaging in antisocial and delinquent behaviors. This increased awareness can help to target intervention focus more accurately, resulting in more effective change, as we can more directly target the source of this delinquent behavior (e.g., youth's community environment, youth's friend group).

School Psychologists in School Reintegration: The SPSR Model

Several encouraging theories have helped strengthen our understanding of common factors and characteristics of youth with juvenile justice involvement, which have helped to inform effective intervention for this subpopulation of youth. However, a gap in the literature presents an opportunity for a new conceptualization of juvenile justice-involved youth through a school psychological lens. The proposed conceptualization is meant to provide a glimpse into the potential for school psychologists to impact positive change

through indirect and direct service delivery to increase successful school reintegration for juvenile justice-involved youth. The proposed conceptualization is referred to as School Psychologists in School Reintegration or The SPSR Model (Gleason, 2021[a]).

The SPSR model seeks to map precipitating and protective factors to juvenile justice involvement by examining the context of the systems in which youth interact, to outline opportunities for school psychologists to effect change across a youth's ecology. A primary focus of the SPSR model is the unique cultural experience of juvenile justice-involved youth. Therefore, school-based multicultural consultation is discussed to cultivate a culturally responsive, multidisciplinary transition team to help support juvenile justice-involved youth in successful reintegration. The SPSR model, which strongly integrates multicultural consultation, is grounded in ecological systems theory (Bronfenbrenner, 1979), child and adolescent brain development and developmental stages, and strength-based, positive-youth development perspectives.

Ecological Systems Theory

Ecological systems theory is often selected as the framework in which school psychologists provide best practices (Burns et al., 2015). School psychologists are trained to work effectively and compassionately with youth and their families through their unique understanding that events that occur across a youth's ecology reverberate through all aspects of their life and must be considered in intervention (NASP, 2020). Ecological systems theory demonstrates a continuous and reciprocal interaction of various systems that affect each individual youth (Bronfenbrenner, 1979). In the SPSR model, ecological

systems theory is explicitly applied to better understand and support juvenile justice-involved youth in reintegration.

Youth are most likely to be the most influenced by the interactions that occur within their microsystem, which may include their interactions with their family, peers, school, and extracurricular and community activities (Bronfenbrenner, 1979). Therefore, when considering how to best support this subpopulation of students, fostering healthy interactions, and mitigating toxic interactions within the youth's microsystem should be prioritized.

The mesosystem can be illustrated as a cycle of interactions that simultaneously occur around the youth that either work together to help or harm the youth (Bronfenbrenner, 1979). For example, errors in communication and conflict between a youths' family, school, and juvenile justice system is cited as one of the most significant reasons for unsuccessful reintegration (Human Impact Partners, 2019). The greater the complexity and conflict across a youth's mesosystem, the more likely youth are to demonstrate increased antisocial and delinquent behavior (Kearney et al., 2019). The exosystem refers to systems that indirectly impact youth's functioning and life outcomes (Farineau, 2016). For example, policy implications indirectly affect the quality of and access to services, including policies that dictate juvenile detainment, reintegration, education, and mental and physical health care (Farineau, 2016). The macrosystem refers to broader societal norms, beliefs, and cultural climate (Bronfenbrenner, 1976). Juvenile justice-involved youth are frequently labeled with negative stereotypes and face grave stigmatization based on dominant societal views of the criminal and juvenile justice

systems (Farineau, 2016; Kools, 1997). Overall, the macrosystem can either positively or negatively influence outcomes from juvenile justice-involved youth. In conclusion, school psychologists appreciate that the indirect and direct interactions youth have across ecological systems are dynamic (Bronfenbrenner, 1976) and not static, further supporting the need for a dynamic framework like the SPSR model.

Developmental Perspective

School psychologists possess expertise in child and adolescent development (NASP, 2020). When applying a developmental perspective to understanding juvenile justice-involved youth, it is essential to consider youth's chronological age in tandem with their developmental age. In relation to behavioral concerns, recognizing the onset of misbehavior and how these behaviors evolve across developmental stages helps predict future behavior (Barton et al., 2012). For example, the earlier the onset of delinquent behaviors, the greater the likelihood of youth continuing criminal behavior into adulthood (Alltucker et al., 2006).

Identifying the onset of behavioral challenges and the development and pattern in which these maladaptive behaviors exist, can help improve our understanding of how microsystems may be altered to positively influence behavior change and outcomes (Farineau, 2016; Thornberry & Krohn, 2001). With a greater understanding of the most salient influences in the development of delinquent behavior, we may be better able to target when certain prevention and intervention is most effective. Many youths released from detainment are placed on probation or parole (Brogan et al., 2015). These systems are often founded on punitive punishment strategies and were developed to be

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implemented with adult populations within the criminal justice system (Barton et al., 2012). The stipulations youth must abide by upon release from detainment are often exceedingly difficult to follow and are not created with developmental considerations (Barton et al., 2012). This poses a barrier to permanent reintegration, as many youths violate the many conditions placed upon them while under probation, leading to further arrest (Andrews & Bonta, 2010).

Furthermore, child and adolescent brain development must be considered when examining reasons for low school reintegration success rates and high juvenile recidivism rates. Research on youth brain development was cited in *Miller v Alabama*, 567 U.S. 460 and *Jackson v. Hobbs*, 10-9647 landmark Supreme Court decisions that overturned life sentences without parole for juveniles (Halpern-Felsher & Cauffman, 2001). The cases are cited to underscore the words of the court justices: "It is increasingly clear that adolescent brains are not yet fully mature in regions and systems related to higher-order executive functions such as impulse control, planning, and risk avoidance."

Supreme court case ruling on *Graham v. Florida*, 130 S. Ct. (2011) held that youth who commit non-homicide offenses could not be sentenced to life without parole (U.S. Const. amend. 8). Findings in neuroscience, neuropsychology, and developmental psychology support the notion that defendants under the age of 18 cannot be held to the same standards as adults who commit the same offenses as youth (American Psychological Association (APA), 2012). Juveniles demonstrate diminished culpability and, therefore, life without parole is highly inappropriate, as outlined by the following APA (2012) position statement:

"1) immaturity (that juveniles have an underdeveloped sense of responsibility which can result in ill-considered actions and decisions), 2) vulnerability (that juveniles are more susceptible to negative influences and peer pressure), and 3) changeability (that the character of juveniles is not as well-formed as that of an adult, thereby giving juveniles greater potential for rehabilitation)."

It is proposed that a developmentally responsive approach to school reintegration will decrease impractical expectations and heavy monitoring of youth and promote healing and growth by identifying and addressing the root of problem behaviors in place of a reactive and punitive punishment.

Positive youth development (PYD) prioritizes the fruitful development of social-emotional competency (SEC) (Barton et al., 2012). SEC includes the positive development of the skills necessary for children to engage in prosocial behavior, not only in childhood, but across the lifespan (Barton et al., 2012). Research suggests that earlier mastery of skills associated with SEC leads to more positive social relationships, greater academic performance, and overall, more positive life outcomes (Barton et al., 2012; Domitrovich et al., 2017). SEC is also cited as essential to successful positive behavior change (Domitrovich et al., 2017). PYD emphasizes cultivating a supportive and empowering environment for youth that demonstrates high expectations for positive behavior (Forrest-Bank et al., 2014). PYD also provides opportunities for youth to engage in activities that foster the development of problem-solving and decision-making skills (Butts et al., 2010; Forrest-Bank et al., 2014). PYD is not a program that is followed, it is instead, a distinctive way of viewing and responding to youth using a developmentally appropriate, strength-based, capacity-building framework (Case & Haines, 2018). When applying PYD in the context of supporting juvenile justice-involved

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youth, youth will likely experience greater gains in forming and maintaining positive

relationships with peers, family, and their community, all of which are critical to

successful school reintegration (Barton et al., 2012; Case & Haines, 2018; Jenson, 2013).

PYD is embedded within child and adolescent development research that

indicates youths' brains are not fully developed until at least their mid-twenties (Barton et

al., 2012). School psychologists understand that for this reason, adolescents' brains are

malleable, allowing for positive change to occur (Barton et al., 2012) despite engaging in

delinquent behavior. Research in adolescent development indicates that most youth are

resilient in the face of adversity (Barton et al., 2012; Forrest-Bank et al., 2014).

Resiliency in adolescence suggests that youth can prosper and continue to positively

develop even when they are confronted with several risk factors for engaging in

antisocial, delinquent, and criminal behaviors. This speaks to the need for preventative

services for students who may be at risk for justice-involvement.

Problem Solving Model

School Psychologists in School Reintegration, or the SPSR Model, incorporates

an evidence-based problem-solving model, which is largely utilized as best practice in

school psychological consultation practices (Castillo et al., 2014). The four phases of

problem-solving include (a) problem identification; (b) problem analysis; (c) intervention

development; and (d) intervention monitoring (Castillo et al., 2014). The problem-solving

model is an active and dynamic process that is meant to inform effective problem-solving

and decision-making and can be applied across a diverse student population, making it a

culturally sensitive intervention (Castillo et al., 2014). In the context of school

reintegration, the pre-determined *problem* is successful school reintegration. Clarifying the problem to further to reflect individual youth's unique circumstances is a necessary component of the proposed SPSR model.

The problem analysis phase determines which steps should be taken to support the student within the school setting. When applying the problem-solving model to juvenile justice-involved youth, a student's needs may exceed what the school setting can provide. This situation highlights the need for a multidisciplinary support system that can surpass the confines of the school building. When supporting students with juvenile justice involvement reintegrate into their schools, an individualized school reintegration program must be developed. A successful reintegration program requires the input of each member of a school-based transition team. In the SPSR model, *student voice* is considered nonnegotiable. The student is strongly encouraged to have an active role in their program's development and in any adjustments that are made, as the reintegration program is going to impact the student the most, requiring their buy-in. If the student does not demonstrate buy-in, it can be expected that the program will be unsuccessful. The problem-analysis phase must include collaborative, targeted goal setting, detail-oriented intervention planning, with the understanding that the plan is developed with flexibility, a method of progress monitoring. In the progress monitoring phase, the student's individualized school reintegration program should be adjusted as needed. This need should be informed by trends in data collected through progress monitoring. Progress monitoring is an essential component in the SPSR model, as it is certain that the needs of youth will fluctuate, and this change should then be reflected in their program. It

is also not uncommon to revisit an earlier phase of the problem-solving model, as new problems may arise, requiring further discussion around defining the problem and adjusting the program (Castillo et al., 2014).

It is proposed that one considerable adaptation is made to the overall essence of the model, as the current model is fundamentally deficit-focused (Castillo et al., 2014; Newman & Rosenfield, 2018). This strength-based substitution is necessary in order to successfully incorporate PYD into the proposed contemporary conceptualization of school reintegration. When considering how to best support juvenile justice-involved youth, a strength-based lens is theorized to be most effective at producing lasting positive change in how the youth perceive themselves and their capabilities, which is predictive of future life successes (Malti, 2020).

Assessing Youth's Individual Reintegration Needs

As part of student's individualized school reintegration program, it is best practice to complete a risk assessment to aid in determining the likelihood that a particular youth will experience recidivism (Vitopoulos et al., 2012). A risk assessment is suggested as identifying any immediate criminogenic needs should occur before any other points of intervention are attempted. Criminogenic concerns can be more harmful, so it is important that these areas are targeted first (Vitopoulos et al., 2012).

School psychologists possess high aptitude in psychoeducational assessment and in crisis response and intervention (NASP, 2020), suggesting they may be uniquely qualified to administer and interpret risk assessment. School psychologists may want to consider obtaining student and caregiver consent to complete a more comprehensive

psychoeducational evaluation, which may include cognitive, achievement or academic, social-emotional assessment, and any other assessment that may be deemed appropriate based on individual student presentation and initial risk assessment results. A comprehensive evaluation may help clarify areas of strength and growth to ensure that the most appropriate targeted interventions are selected. Further academic-focused assessment can help to determine if a referral for special education services is warranted. Special education services include being referred for 504 Plan, which ensures that students with a disability identified under the law receive accommodations that will encourage academic success and ensure that the student has access to an appropriate learning environment. If more intense services are needed, a direct referral for a special education assessment may be needed. By law, parents are also permitted to request an assessment referral for services at any time, which is knowledge school psychologists possess and allows them to help parents advocate for their children (IDEA, 2004). It is also proposed that if behavioral concerns arise during the assessment process, the school psychologist is encouraged to consider completing classroom observations and possibly a functional behavior assessment to determine the nature and purpose of the behavior, and if applicable, develop a behavior intervention plan to help support more adaptive and positive behavior change (Steege & Watson, 2009). It is suggested that the school reintegration transition team consider adapting a universal behavior intervention plan to fit the unique needs of juvenile justice-involved youth if the team finds that the behaviors seem to stem more accurately from primarily criminogenic-related reasons.

The student's individualized school reintegration program should be viewed as a figuratively living and breathing document, meaning this document should be dynamic, allowing for the program to evolve alongside the youth as they grow. While this intervention can be referred to as a student reintegration *plan*, and plan and *program* may be used interchangeably, it is proposed that this intervention tool is referred to as a *student reintegration program*, rather than plan, as this intervention is meant to be an evolving process and not a strict set of requirements that must be accomplished; the student can and will likely move forwards and backwards throughout this program. When referred to as a plan, a step backward may be perceived as a sign of regression or failure, as the student did not "follow the plan" or they did not follow it well enough. The essence of the *program* framework is that the student is working their very own individualized *program*, developed specifically to meet them where they are at, with the understanding that moving forward and backward is a normal part of the reintegration process and is not indicative of failure. Rather, it is indicative that the student's program may need to be revised to reflect the current needs and progress of that student. The purpose of completing the assessment process is to ensure that gaps in services that may have existed are closed and are instead filled with evidence-based intervention. Overall, this process is one piece of the puzzle that may lead to increased rates of permanent school reintegration and improved positive life outcomes for impacted youth.

Risk-Needs-Responsivity Framework

The risk-needs-responsivity framework (RNR) has demonstrated success in identifying a student's level of risk post-detainment (Vitopoulos et al., 2012) and appears

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to be a promising risk assessment method to utilize in the school setting. The RNR framework may help school psychologists to determine student's unique criminogenic and other success-related needs and the most appropriate type of response. The RNR framework was intentionally selected over other risk assessment methods for its particularly fitting nature and application to the school setting, as it follows a similar sequence to school psychological assessment already practiced in schools. While the original RNR assessment has been described as a promising model to adopt in schools, it is proposed that it be adapted to include a clearer strength-based and positive youth development lens (Barton et al., 2012; Case & Haines, 2018; Jenson, 2013).

This adaptation is proposed as the literature indicates inconclusive findings on the extent to which the RNR model endorses either a deficit-based or strength-based approach (Development Services Group & Inc, 2017; Vitopoulos et al., 2012). Opponents of the RNR framework report that there is a focus on youth's problem behavior, making it inherently deficit-focused, which in return may reduce youth's motivation toward making positive behavior change (Calleja et al., 2016). Furthermore, several researchers believe that there is a lack of attention to youth's strengths in the RNR model (Brogan et al., 2015). At the same time, proponents of RNR report that when implemented with more recent additions, RNR is indeed strength-based and effective (Jones et al., 2016). Due to unsettled debate on RNR, it is suggested that a school psychological perspective is applied, which includes a strength-based approach (NASP, 2020).

The following process is outlined in Figure 1 and is considered within the context of providing school-based assessment and intervention. The RNR process depicted in

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Figure 1 is not conclusive and is a preliminary scaffold to consider as a risk assessment to use in schools with juvenile justice-involved youth. This specific RNR for school psychological service delivery includes several evidence-based interventions that may be especially applicable for justice-involved youth in a school setting. These interventions are not described in detail in this manuscript. Still, the literature does support their efficacy in supporting juvenile justice-involved youth and should be considered when identifying appropriate intervention.

Figure 1
Risk-Needs-Responsivity in School Psychological Service Delivery

Risk of recidivism
Risk of harm to self or others
Risk of school drop-out
Areas of strength, growth, & interest

Risk
Protective

Criminogenic needs directly related to offending behavior take priority

Needs

Student Voice

*Intervention tailored to individual needs, strengths, & interests: Motivational Interviewing, Prosocial skills, Emotional Regulation, Distress Tolerance, & Problem-Solving Skills**

Response

Transition Team

*These and is not meant to be an exhaustive list or appropriate for every youth
are several evidence-based interventions that research has shown to be efficacious, particularly with juvenile justice-involved youth

Multicultural Consultation in School Reintegration for Juvenile Justice-Involved Youth

School psychologists are primed to utilize their interpersonal effectiveness skills to be successful consultants (Fagan & Sachs Wise, 2007; NASP, 2019). In the SPSR model, the school psychologist is suggested to fulfil the role of consultant. In school-based consultation, a consultative relationship consists of two or more other professionals that enter a partnership or team to collaboratively develop a plan and solution that supports positive outcomes for the client (Caplan, 1970, as cited in Mendoza, 1993). In

the SPSR model, the client is either an individual student or a body of students. While

there are many valuable and likely applicable consultation models, multicultural

consultation was specially selected to be included in the SPSR model. Multicultural

consultation can be described as "a culturally sensitive, indirect service in which the

consultant adjusts the consultation services to address the needs and cultural values of the

consultee, the client, or both" (Tarver Behring & Ingraham, 1998).

Social justice is a NASP initiative (NASP, 2019), as well as a driving force in

school psychology (NASP, 2020). Multicultural consultation is centered around a social

justice initiative to eliminate barriers that prevent students from achieving equal and

equitable access to services and opportunities based on or related to their race, ethnicity,

culture, gender, or sexual orientation (Sue, 2008). The SPSR model encourages school

psychologists to utilize multicultural consultation as a vehicle to bring together a

uniquely qualified multidisciplinary team to better support juvenile justice-involved

youth in school reintegration. The SPSR model refers to this multidisciplinary team as the

transition team. The transition team is built to tackle problems at the individual student,

organizational, and systems level, including targeting policies, practices, and systemic

structures that negatively impact justice-involved youth (Sue, 2008). When recruiting a

transition team, school psychologists should make every effort to include the most

relevant school staff and administration given the particular case; juvenile justice-related

staff, which may include a facility-based educator, probation, or parole officer; student

caregivers; the student themselves; possibly a social worker to address more complex

psychosocial challenges; and possibly a member of a relevant community-based agency

to help further connect youth to positive recreational outlets. Additionally, this cross-system collaboration, is encouraged to have each system representative make a concerted effort to share each other's organizational cultures to better understand similarities and differences across systems. This increased understanding increases harmony amongst the transition team, increasing efficiency and effectiveness as a unit (Ingraham, 2000).

School psychologists must use their consulting skills, including fostering an open, trusting, and willingness to collaborate for student success (Zins et al., 2002). Once rapport has been established, school psychologists may have to motivate and empower team members to collectively work to increase their knowledge, skills, and awareness related to supporting the unique needs of justice-involved youth (Ingraham, 2000; Skalski et al., 2015). Each member of the transition team, including the school psychologist, must be open to ongoing self-reflection, learning, and, when ready, taking deliberate social justice action (Ingraham, 2000; Sheridan, 2000). Since this is not easy work, school psychologists will likely have to apply their skills to motivate and inspire the team to become reinvigorated about their mission, particularly during times of greater challenge throughout the reintegration process. Increased member engagement and committed actions toward meeting the group goal greatly increases the chances of it coming to fruition, highlighting the importance of continued check-ins with the transition team (Sander et al., 2016).

When using multicultural consultation, consultees are asked by the consultant to look within themselves to honestly identify and then reduce their propensity to form perceptions of students through their own harmful biases (Ingraham, 2000). This type of

reflection and confrontation may be a novel experience for consultees or an exercise that they do not have consistent engagement in, and as a result, some resistance to this framework is expected (Sander et al., 2016; Sheridan, 2000). If consultees are authentically engaging multicultural awareness and begin to develop a stronger sense of culturally responsive practice, they will likely experience a shift in how they view and respond to the world around them (Lorelle et al., 2021). Consultees engaging in this type of intervention will likely need to confront their own biases that may be impeding them from fully embracing and considering the cultural implications (Brown et al., 2014; Lorelle et al., 2021) of supporting this unique subpopulation of students. Consultees may experience cognitive dissonance, which occurs when an individual is experiencing an internal tug-of-war between confronting their previous perceptions of the world to adopt culturally responsive ideals or choosing to remain comfortable and negating the call for culturally responsive practices (Cranton, 2011; Lorelle et al., 2021). School psychologists typically receive training in various counseling modalities (NASP, 2020). Given this training, school psychologists may be particularly equipped to gently guide consultees through this dissonance by validating the internal struggle and demonstrating patience, as no one team member will move at identical paces in this process (Brown et al., 2014; Lorelle et al., 2021). A consistent theme echoed throughout school psychological practice is that growth occurs through learning to accept and welcome the internal discomfort, as growth does not arise from remaining comfortable. This is a theme that school psychologists in the role of consultant will have to embody when working within

this multidisciplinary transition team to support successful school reintegration for justice-involved youth.

Cultural competence is loosely defined as the ability to comprehend and communicate with individuals of all races, ethnicities, genders, sexual orientations, and backgrounds (Sue, 2008; Wright Carroll, 2009). However, it is suggested in the SPSR model that school psychologists promote cultural responsivity or culturally responsive practice, as opposed to competency. Competency suggests mastery; however, we are fallible and perfection cannot be expected. As part of practicing cultural competency or responsivity, professionals must engage in self-awareness and self-reflection to become mindful of their worldviews and biases to effectively interact with and support those with worldviews, cultures, and backgrounds that are different from their own (Wright Carroll, 2009). School psychologists that practice cultural competency are better equipped to provide appropriate and successful consultation, assessment, and intervention to a diverse population (Amador et al., 2019). Since diversity is a core value in NASP's Strategic Plan (NASP, 2017), engaging in and promoting cultural competency is a priority in all service delivery.

It is important to emphasize that cultural competence is not a destination; it is life-long learning that is never truly complete. Cultural competency is best described as a fluid cycle as opposed to steps. There are four multicultural "flashpoints" of change that serve as both elements and skills of change (Wright Carroll, 2009). These flashpoints of change signify a cluster of cultural awareness and practice that promotes and maintains transformational organizational change (Wright Carroll, 2009). The four flashpoints are

(a) awareness; (b) acknowledgment and knowledge; (c) advocacy; and (d) action (Wright

Carroll, 2009). The flashpoints of change are illustrated in Figure 2. The four phases are

displayed cyclically to demonstrate an ongoing, interdependent, transformational process.

Figure 2
Multicultural Flashpoints for Change for the Individual School Psychologist and
School Personnel
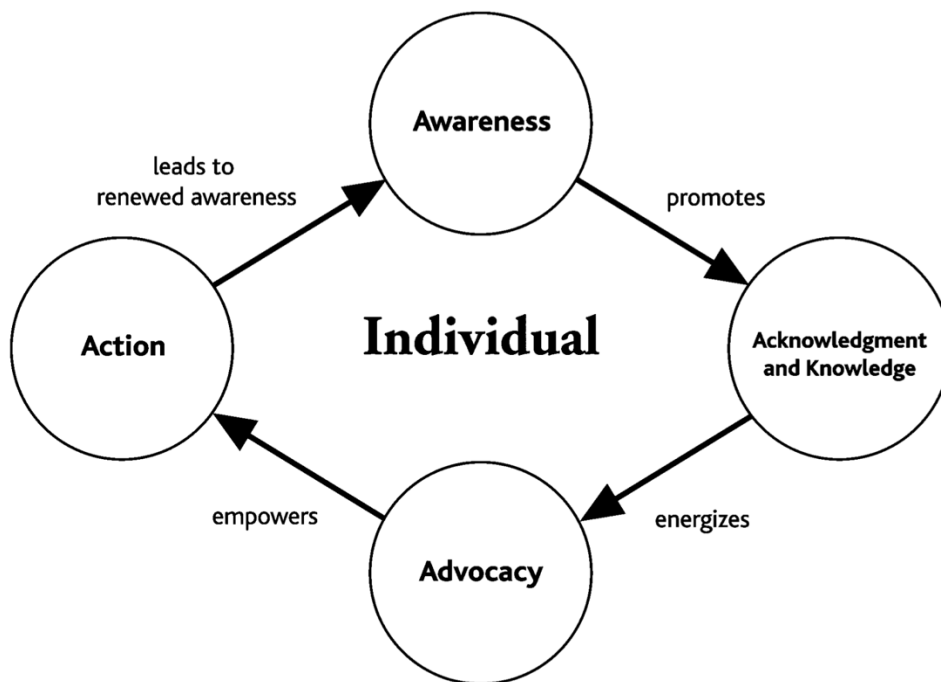
Note. This figure was produced by Wright Carroll (2009) to illustrate the multicultural

flashpoints of change. It is printed in "Toward Multiculturalism Competence: A Practical

Model for Implementation in the Schools" in *The Psychology of Multiculturalism in the*

Schools: A Primer for Practice, Training, and Research, by Janine Jones, NASP, 2009.

Transformational change must first begin with cultural awareness (Sue, 2008;

Wright Carroll, 2009). In the SPSR model, cultural awareness refers to the school

psychologist and school staff coming to the realization that they possess several cultural

identities that overlap with one another (Sue, 2008). Cultural awareness is broken down

into four factors, including "1) awareness of the self and own personal values and beliefs,

2) awareness of others and their multiple identities, 3) awareness of system issues such as

privilege or ableism, 4) awareness of relational cultural identities into the future" (Wright

Carroll, 2009). During this phase of change, members will need to confront how they

interact with constructs of privilege and power to successfully support students who do

not hold these same freedoms (Lorelle et al., 2021; Ratts et al., 2015). The transition team

members must also develop an awareness of systematic prejudice against certain cultures

and understand how these systematic biases affect students' access to equitable learning

opportunities and academic success. As the process of multicultural change is fluid, it is

natural to move back and forth along the continuum of change as needed (Wright Carroll,

2009). However, once a certain level of individual and systems-level of awareness is

achieved, the transition team can target the next phase of the change (Wright Carroll,

2009), while still holding themselves and the rest of the team accountable, to ensure that

awareness is still being demonstrated throughout the entirety of the process.

The next element in the flashpoints of change is *acknowledgment and knowledge*

(Wright Carroll, 2009). The transition team is encouraged to identify and acknowledge

how successfully multiculturalism is being practiced in their local school setting first, and

eventually, examining how it presents at the systems level to either protect or harm this

subpopulation of youth.

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Multiculturalism is not just a process of change, it is also a philosophy that can be felt in the school climate and throughout culturally responsive intervention (Wright Carroll, 2009). Multiculturalism in schools acknowledges, promotes, and values youths' diverse cultural backgrounds, identities, and associated educational and psychological needs (Wright Carroll, 2009). Once the team has taken accountability for their local school climate, which is another internal confrontation, they can reimagine how their school environment may be improved to be inclusive of diverse student populations. This new understanding should be applied alongside the team's newfound cultural awareness so the team can examine their school climate with a fresh perception built upon their growing knowledge of culture, privilege, equity, and other predictive factors of student success (Wright Carroll, 2009). The transition team is responsible for cultivating a school climate that is open-minded and flexible enough to accommodate the unique multicultural values, experiences, and needs of a diverse student population (Wright Carroll, 2009), including the unique demands of supporting justice-involved youth.

The next flashpoint of change is *advocacy* (Wright Carroll, 2009), which is both a skill and responsibility that school psychologists are already required to exercise to meet professional principles of school psychological practice (NASP, 2020). In the flashpoints of change, advocacy is defined as "a process that takes one's awareness, beliefs, knowledge, and acknowledgment and transforms them into a plan for effecting change" (Wright Carroll, 2009). This transformative change cannot occur without genuine and persistent advocacy by both the consultant and consultees, which are both demanding roles in this context.

The final element posed in the flashpoints of multicultural change is *action* (Wright Carroll, 2009). Theoretically, each of the learned skills can now more effectively be applied in practice to promote multiculturalism. In this framework, action is defined as "the act and art of doing something in a proactive way to promote multiculturalism. It is encouraged that part of this action be "a willingness to speak out on behalf of a cohort of voiceless children" (Wright Carroll, 2009), as speaking out for students who have been historically marginalized and silenced is the essence of school psychological practice (NASP, 2020).

Taking action toward making a transformational change of the caliber discussed throughout this manuscript must be done through deliberate action, fueled by compassion and intention, to better the lives and futures of juvenile justice-involved youth. In conclusion, the proposal of a collaborative, multidisciplinary, culturally responsive transition team to support youth before, during, and after school reintegration is to spark positive change at the individual level and ignite it to reach the systems level.

Illustrating the SPSR Model

Figure 3 illustrates a novel conceptualization of School Psychologists in School Reintegration or the SPSR Model. This illustration does not delineate the conceptualization in its entirety; rather, it is meant to capture the essence of the conceptualization and provide a visual representation of how school psychological indirect and direct service delivery might be implemented in the context of successful school and community reintegration for justice-involved youth.

Figure 3
School Psychologists in School Reintegration: The SPSR Model
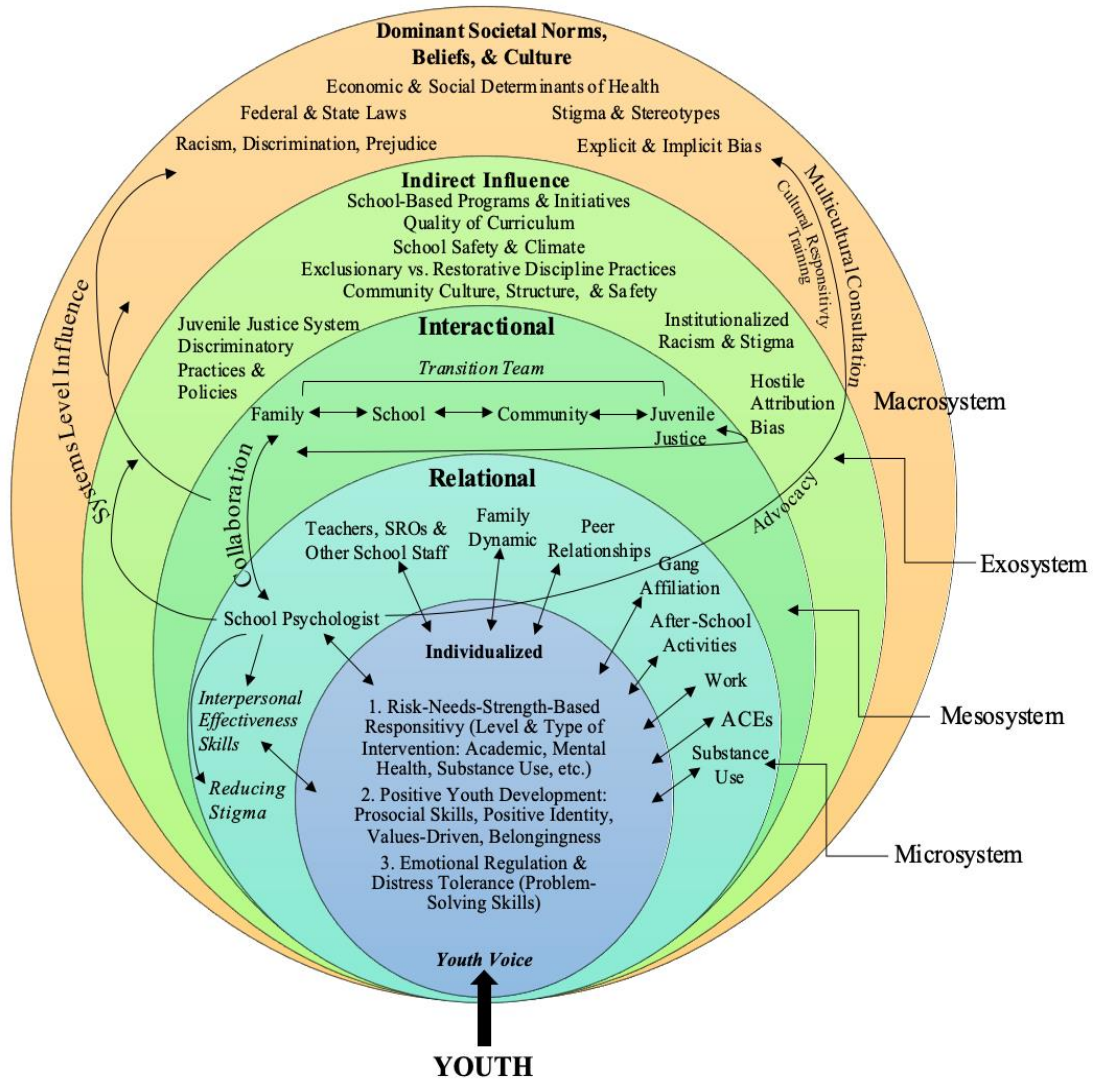
Implications

The SPSR model aims to exemplify an opportunity for school psychologists to better support juvenile justice-involved youth. Most notably, through successful reintegration, to ultimately reduce overall juvenile recidivism and to increase positive life outcomes for impacted youth. Potential implications of the SPSR model include (a) greater professional awareness of precipitating factors and common characteristics of youth with juvenile justice involvement to inform tailored prevention and intervention; (b) improved partnerships and collaboration among schools, families, juvenile justice, and community systems; (c) expanded curriculum in school psychology graduate training programs that includes more intentional training on supporting juvenile justice-involved youth through school psychological practice; and (d) the SPSR model may help school psychologists to more authentically uphold the school psychological professional standard of serving *all* students (NASP, 2020).

School Psychologists

School psychologists are the fundamental driving force behind the SPSR model and serve as advocates, implementers, interventionists, consultants, and multidisciplinary collaborators. While current school psychology graduate training seemingly prepare practitioners to serve in all capacities described in SPSR, there appears to be an opportunity for expanded training in the explicit application of these skills in the context of supporting justice-involved youth. This need for expanded school psychology curriculum has implications for training directors of school psychology graduate programs, and possibly, on an even larger scale, has implications for the National

Association of School Psychologists (NASP). Implications for NASP (2020) may include

considering how to authentically uphold the comprehensive model of service delivery in

both legislation and applied practice. More specifically, NASP (2020) states that school

psychologists are responsible for supporting *all* students in receiving equitable

educational and psychological services. At present, it appears that juvenile justice-

involved youth are not being as intentionally included in service delivery. Expanded

graduate training may allow school psychologists to more confidently engage in the

practices outlined in the SPSR model.

Juvenile Justice-Involved Youth

In the SPSR model, juvenile justice-involved youth serve as active and meaningful

members of their transition team and are included in the entire scope of the problem

solving and intervention planning and implementation process. Youth voice is a critical

component of the SPSR model. Students are encouraged to contribute suggestions, ideas,

and to provide approval on various aspects of the school reintegration program. This

increased youth engagement and investment in the program increases reports of youth

empowerment and youth efficacy, which increases rates of successful reintegration

(Woodgate et al., 2020). While the primary purpose of youth voice in the SPSR model is

to ensure student input is included in the development of the student reintegration

program, youth are simultaneously cultivating skills in teamwork and leadership, both of

which are protective factors (Foley, 2001; SAMHSA, 2017). Justice-involved youth face

heavy stigma related to experiencing arrest and detainment, and this stigma persists

throughout the school reintegration process (Belkin, 2017; Mathur & Clark, 2014). This

stigma is associated with many adverse personal, educational, psychological, and overall life outcomes (Belkin, 2017; Mathur & Clark, 2014; Snodgrass et al., 2020). The SPSR model targets these harmful attitudes and behaviors and aims to reduce the negative impact and experiences of students who are faced with this stigmatization. Incorporating positive youth development provides youth with opportunities to foster skill-building to help them engage in prosocial behavior, improve their interpersonal effectiveness and social relationships, problem-solve through future challenging experiences, and increase engagement and connectedness to school, family, and community, all of which lead to improved overall successful life outcomes. Therefore, the SPSR model may result in many positive implications for juvenile justice-involved youth, particularly throughout the school reintegration process.

Conclusion and Call to Research

School psychologists have a moral, legal, and ethical obligation to engage in social justice advocacy and action as it relates to improving equitable access to educational and psychological services for academic success and social-emotional wellness (NASP, 2020). Even so, juvenile justice-involved youth remain an underserved group of youths in the student population (Scott et al., 2019). It is proposed that juvenile justice-involved youth may have an opportunity for more successful rates of school reintegration through untapped school psychological resources.

School Psychologists in School Reintegration, or the SPSR model, proposes that school psychologists champion a leading role in facilitating a collaborative, culturally responsive, multidisciplinary transition team to improve the current limited school

reintegration practices. While there are several promising frameworks that target school and community reintegration for juvenile justice-involved, a review of the existing literature is not suggestive of school psychologists having a meaningful role in the school reintegration process. Many existing school reintegration models do not endorse a strength-based, positive youth developmental approach (Chadee et al., 2019), rather, these models are more deficit-based and hold youth and adults to equivalent developmental standards (Development Services Group & Inc, 2017; Vitopoulos et al., 2012). This similarity in approach is problematic, as youth have not fully developed many of the necessary brain mechanisms needed to successfully fulfill the voluminous set of strict legal requirements. This results in youth demonstrating great difficultly adhering to the many restrictions received upon release from detainment (Cohen & Casey, 2014; Jäggi et al., 2016). With such unrealistic expectations, rearrest and detainment is predicted, despite the youth not committing a new criminal offense (Schlesinger, 2018). This consequential pattern contributes to high recidivism rates and low rates of successful school reintegration (Schlesinger, 2018).

A review of the existing literature endorses the need for a collaborative, culturally responsive continuum of care to support juvenile justice-involved youth in permanent school reintegration (Link et al., 2019; Sarup & Griller Clark, 2014). What is not as evident, is research that considers the readiness, capability, and interest of school psychologists in contributing to an effective school reintegration process. Therefore, further research must be completed to better understand school psychologists' perspectives on matters related to supporting students with juvenile justice involvement.

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Manuscript Two

Reimagining School Psychology Training: A Survey of Current and Future Practice in Supporting Justice-Involved Youth

A review of current literature illuminates the critical need for youth exiting juvenile justice facilities to have access to a collaborative, culturally responsive, continuum of reintegrative care to improve rates of successful school and community reintegration (De Nike et al., 2019; Development Services Group & Inc, 2017; Farn & Adams, 2016; Hockenberry, 2016). The COVID-19 pandemic has resulted in worsened access to adequate academic and healthcare services for juvenile justice-involved youth (National Juvenile Defender Center, 2021). Furthermore, the COVID-19 pandemic has exacerbated racial disparities that were already present within the juvenile justice system and within the systems in which they interact (National Juvenile Defender Center, 2021). The pandemic has compounded risks associated with repeated juvenile criminal offenses and subsequent detainment and detention, further highlighting the need for expedient juvenile justice reform to divert youth from a negative life trajectory.

Startling statistics illustrate that within three years, 76% of juveniles will experience recidivism, with rates increasing to 84% after five years (CSG Justice Center, 2015). These alarming rates suggest that a critical point of intervention that is targeted at successful school reintegration is being overlooked by child-serving agencies that are

meant to support these youth, shining light on an opportunity for more effective indirect and direct service delivery.

The process of school and community reintegration is undoubtedly a time of great distress for juvenile justice-involved youth (Farn & Adams, 2016). Oftentimes, much of the distress that youth experience is associated with a lack of guidance to help them navigate the many complex barriers that can complicate successful reintegration (Farns & Adams, 2016; National Juvenile Defender Center, 2021). There are certain common characteristics and obstacles that have been associated with juvenile justice-involved youth. The most common factors associated with delinquency and justice involvement are related to youth's chronological and developmental age; race and ethnicity; gender, sex, and sexual orientation; social-emotional wellness; educational attainment; socioeconomic status; the safety of their proximal environment and community; the quality of their peer and adult relationships; and lastly, the type of offense committed by the youth (Brogan et al., 2015; CSG Justice Center, 2015; Gleason, 2021[a]). The greater the number of risk factors for delinquency and juvenile justice-involvement that a student possesses, the more likely it is for them to experience difficulties with social and familial relationships and school-related challenges, including attendance, academic performance, and school engagement and connectedness (De Nike et al., 2019; Farn & Adams, 2016).

Since children and adolescents are likely to spend more time in their school setting than almost anywhere else, schools appear to be an environment that can either contribute to protective factors or perpetuate risk factors to juvenile justice involvement (American Civil Liberties Union, 2020). As a profession, school psychologists primarily

hold positions within school settings (NASP, 2020), allowing for increased potential to make face-to-face with youths' more easily and conveniently than it would be for youth to establish connections with an outside support-professional (National Juvenile Defender Center, 2021). Therefore, it is implied that school psychologists may be a missing link in effectively supporting this subpopulation of youth, particularly through evidence-based school reintegration programs. However, school psychologists may be unfamiliar with how juvenile justice systems operate and what their role in supporting these youth may look like. As a result, school psychologists may be forgoing an opportunity and untapped potential of the promising position they can have in facilitating positive change for justice-involved youth.

The breadth and rigor of school psychology graduate training should be mirrored in the scope and quality of services that school psychologists provide in practice. School psychologists are trained across wide-ranging set of professional practice domains, that guide best practices in school psychology (NASP, 2020). These principles of professional practice signify a commitment to social justice, including equitable educational and psychological services for *all* youth, with particular emphasis on marginalized youth (NASP, 2020). School psychologists demonstrate a seemingly limited role in meeting the unique needs of juvenile justice-involved youth through school psychological practice, which may signify a limitation in school psychologists' ability to fulfil the responsibilities documented in the NASP practice model (NASP, 2020).

The current study is meant to build on the vital work already being done by researchers and practitioners in school psychology to reduce school-based pathways to

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the justice system. Specifically, the current study explores opportunities for growth in school psychology graduate training and practice to support juvenile justice-involved youth more effectively.

In this manuscript, *juvenile justice-involved youth* is defined as a youth under the age of eighteen years old who become involved with the juvenile justice system after being accused of committing a delinquent or criminal act (Council of State Governments (CSG Justice Center, 2015; Gleason, 2021$_a$). Often, youth are arrested and detained due to age-related status offenses, including truancy, underage drinking, and running away from home (CSG Justice Center, 2015; Gleason, 2021$_a$). *School reintegration*, or *reentry*, is defined as the process, activities, and tasks that are meant to prepare justice-involved youth in detainment or detention for the transition back into their home, community, and school (CSG Justice Center, 2015; Gleason, 2021$_a$)

Social Justice for Juvenile Justice-Involved Youth

It would be remiss not to emphasize that the inadequate support for juvenile justice-involved youth in schools is a glaring social justice issue. In current school psychological practice, how social justice is defined and what social justice action looks like in school psychological practice, is relatively ambiguous. Social justice is central to the profession of school psychology, but it is not always as clear what actions school psychologists are intentionally engaging in to contribute to the authentic aims of social justice. Social justice is contemporarily applied in several ways, with some versions embracing the complex history and original intent of social justice more closely than others (Thrift & Sugarman, 2019).

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In 1922, social justice was defined as a "moral responsibility to eradicate injustice and inequality" (Hobhouse, 1922). In 1971, social justice was understood as two principles, the first being all individuals should have equal access to basic liberties (e.g., freedom of thought, liberty of conscience, political representation), and the second being differences in the distribution of essential goods only be permitted if they are to the benefit the least advantaged citizens (Rawls, 1971; Rawls, 2001). Both Hobhouse (1922) and Rawls' (1971) conceptualizations of social justice arguably provide a better understanding of the origins of social justice and its intention in school psychology (Thrift & Sugarman, 2019). Fraser (2005) provides a meaningful functional definition that may be especially relevant for reflecting on how social justice can be applied in school psychological practice to move beyond social justice as an ambiguously endorsed term and into productive action with potential to lead to real positive change. Fraser (2005) proposes three questions practitioners are encouraged to ask themselves that collectively form what the essence of current ideals in social justice work, "*What* is the good of social justice?"; "*Who* is owed social justice?"; and 3) "*How* are we to make decisions related to all aspects of social justice?" (Fraser, 2005 as cited in Thrift et al., 2019). More specifically, school psychologists must consider how their school psychological practice is helping or harming the implementation of culturally responsive practices, which is necessary in order to provide equitable opportunities for a diverse population of students.

The comprehensive model of service delivery (NASP, 2020) states that school psychologists are responsible for promoting a safe and inclusive learning environment

for *all* students, which includes this special subpopulation of students. In 2019, NASP

formed the Social Justice Committee (SJC) as another step toward equitable educational

opportunities and well-being of all children and adolescents, with special considered to

our most marginalized youth (Amador et al., 2019); juvenile justice-involved youth are

one of those marginalized subpopulations of students. NASP's social justice initiative is

aimed at the following:

> "(a) enhancing school psychologists' awareness and knowledge of how power, privilege, oppression, and agency differentially impact students' and families' experiences in school settings; (b) facilitating school psychologists' understanding of the intersectional complexity of these experiences; and (c) improving school psychologists' capacity to engage in advocacy to address social justice issues on local, state, and national levels" (Amador et al., 2019).

These aims must also be included when considering successful school and community

reintegration for juvenile justice-involved youth. Power and privilege can stand in the

way of effectively supporting marginalized youth if they are not acknowledged and

addressed (Weng & Gray, 2017). School psychologists have a moral, ethical, and legal

responsibility to do everything in their capacity as school-based mental health

professionals to confront inequities that place marginalized students at risk for school

failure and other adverse life outcomes (NASP, 2020).

Justice-involved youth often face discrimination, prejudice, and experience the

result of implicit and explicit bias against them based on their race, ethnicity, and ability,

which limit their opportunities to access equitable educational and psychological services

(Hughes et al., 2020; Skiba et al., 2014). These barriers contribute to marginalized youth

receiving disproportionate disciplinary actions, including suspension, expulsion, and

school-based referral to law enforcement (Skiba et al., 2014; Weng & Gray, 2017). If

exclusionary school policies are not deconstructed and rebuilt to be inclusive of a diverse student population, school-based pathways to juvenile justice involvement will persist and likely increase.

School psychologists are primed to advocate for marginalized youth, including juvenile justice-involved youth, to receive evidence-based, culturally responsive, and restorative practices, in place of exclusionary, zero-tolerance discipline policies (Hughes et al., 2020; Skiba et al., 2014). Instead of upholding school policies that fuel school-based pathways to juvenile justice involvement, school psychologists are poised to advocate for and support students in learning the prosocial skills necessary to make more informed and positive decisions (NASP, 2020), which may help to increase school engagement and connectedness and narrow or ultimately close these detrimental pathways (Skiba et al., 2014)

The addition of the NASP social justice committee and the social justice initiatives documented in the latest NASP (2019) strategic plan, provides further evidence to support that school psychologists may be exceptionally well-equipped to have a leading role in school-based support for juvenile justice-involved youth. NASP's adoption of this social justice initiative (2019) shines a spotlight on school psychologists as facilitators of social justice, and in this case, particularly for juvenile justice-involved youth. It can be suggested that there is a call to action for school psychologists to serve juvenile justice-involved youth more intentionally and effectively, particularly through the school reintegration process.

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From Allyship to Accomplice

School psychologists must challenge and transcend the status quo through their professional practice to protect and advocate for the rights of marginalized students (Walsh-Bowers, 2007 as cited in Thrift et al., 2019). To uphold the NASP practice model (NASP, 2020), school psychologists should actively be taking steps toward the end of the continuum of roles that either upholds or dismantles inequitable practices, including school-based pathways to the juvenile justice system for marginalized youth. This continuum of roles moves from active to passive oppressor and from ally to accomplice (Parris, 2021). Practicing school psychologists are expected to demonstrate allyship (NASP, 2020). Still, to truly demonstrate committed action to dismantling systems of oppression that disproportionately impact marginalized youth, school psychologists must make the evolution from allyship to accomplice (Parris, 2021). Allyship demonstrates empathy, validation, and emotional support to marginalized student populations (Parris, 2021). While the role of accomplice demonstrates distinct and meaningful differences, most notably, that accomplices take a stand and act, even when this role can increase vulnerability to consequences (Parris, 2021). "Allies only go as far as their pain tolerance can take. Accomplices barrel through" (Parris, 2021).

It is proposed that school psychologists act as accomplices in social justice action by facilitating a collaborative, culturally responsive, multidisciplinary transition team. It is encouraged that this transition team comes together to promote improved school reintegration programs for justice involved youth, and furthermore, invoke restorative

change to school exclusionary codes of conduct, which has positive implications for the entire study body.

School Psychologists in School Reintegration: The SPSR Model

Several promising theories, philosophies, frameworks, and models aim to address the nationwide miscarriages of justice exhibited in our current justice system. Thus far, advances in research and practice have enhanced our understanding of common factors and characteristics of youth with juvenile justice involvement, allowing for more profound insight into effective prevention and intervention for student at risk for, or with juvenile justice involvement.

Most cited in the literature, is a deficiency of multidisciplinary collaboration throughout the school reintegration process, leading to weakened communication across systems that may otherwise be able to provide a supportive network of resources for justice-involved youth (Kearney et al., 2019; Sickmund et al., 2017). Unfortunately, child-serving systems, including educational, community, and juvenile justice systems, generally operate in silos and experience numerous barriers that make collaboration difficult (Skiba et al., 2014). This disjointed, larger system thereby prevents justice-involved youth from having equitable access to appropriate and effective treatment.

A review of the literature suggests that there are numerous means of support for school-driven, school reintegration plans for youth. Many effective school reintegration plans have been developed to help students transition back into their schools following an extended absence. Many of these reintegration plans occur following a diagnosis of a chronic medical condition or other health-related concern, including significant injury;

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returning after an extended psychiatric stay; and even as recent as reentry plans for students who are demonstrating trouble transitioning back into school amidst the COVID-19 pandemic. What is not as readily available in the literature, are school and community reintegration programs developed intentionally to support juvenile justice-involved youth and their oftentimes more complex and unique needs (CSG Justice Center, 2015).

This gap in the literature presents an opportunity and necessity for a novel conceptualization of school reintegration for juvenile justice-involved youth that is proposed through a school psychological lens. The suggested conceptualization is meant to indicate the potential for school psychologists to impact positive individual, local, organizational, and systems-level change, through indirect and direct service delivery. to improve the process of school reintegration for juvenile justice-involved youth. This conceptualization is titled School Psychologists in School Reintegration, or the SPSR model (Gleason, 2021[a]). The SPSR model helps to map precipitating and protective factors to juvenile justice involvement by examining the context of the ecological systems in which youth interact to outline openings for school psychologists to effect change across a youth's ecology. A primary focus of the SPSR model is understanding the unique cultural experience of juvenile justice-involved youth, particularly, through promoting targeted school-based multicultural consultation to promote a culturally responsive, multidisciplinary transition team. School psychologists are poised to apply their unique skillset, including consultation and collaboration, to facilitate the forming of an effective multidisciplinary team that strives to provide a collaborative continuum of

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wrap-around support before, during, and after the reintegration process. Research

supports the following trajectory of reintegration for justice-involved youth, (a)

detainment; (b) transition; (c) reintegration; and (d) aftercare (Sickmund et al., 2017).

This intentionally formed transition team that focuses on successful school reintegration

for youth may help to enable necessary reformative reintegration change and is included

as a crucial part of the SPSR model. This transition team should consist of the school

psychologist; school staff associated more closely to that particular student, which could

include a special education teacher, administration, social worker, among others; relevant

juvenile justice staff, which may include the youth's probation or parole officer and

facility-based educators; the youth's caregivers; and the youth themselves, as youth voice

is promoted as a critical factor in successful school reintegration, particularly, in the

SPSR model.

     The SPSR model is grounded in ecological systems theory (EST)

(Bronfenbrenner, 1979; Ingraham, 2016); child and adolescent brain development and

developmental stages; strength-based approach to assessment and intervention; and

positive-youth development perspectives (Gleason, 2021$_a$). Each of these theoretical

orientations and perspectives brings its own unique contributions to the SPSR model.

When these individual theoretical orientations and perspectives are combined and

conceptualized together, to form a unit, it may help to address the many complexities in

understanding how to best support juvenile justice-involved youth (Gleason, 2021$_a$).

     School Psychologists in School Reintegration, also referred to as the SPSR model

is introduced in Manuscript One and can be referenced there for a more detailed

explanation of its framework and application (Gleason, 2021$_a$). The SPSR model is

illustrated below in Figure 1. The graphic does not outline the conceptualization in its

entirety; rather, it is meant to capture the spirit of the conceptualization and provide a

visual demonstration of how school psychological service delivery might be considered

in the context of successful school reintegration for justice-involved youth (Gleason,

2021$_a$).

Figure 1

School Psychologists in School Reintegration: The SPSR Model
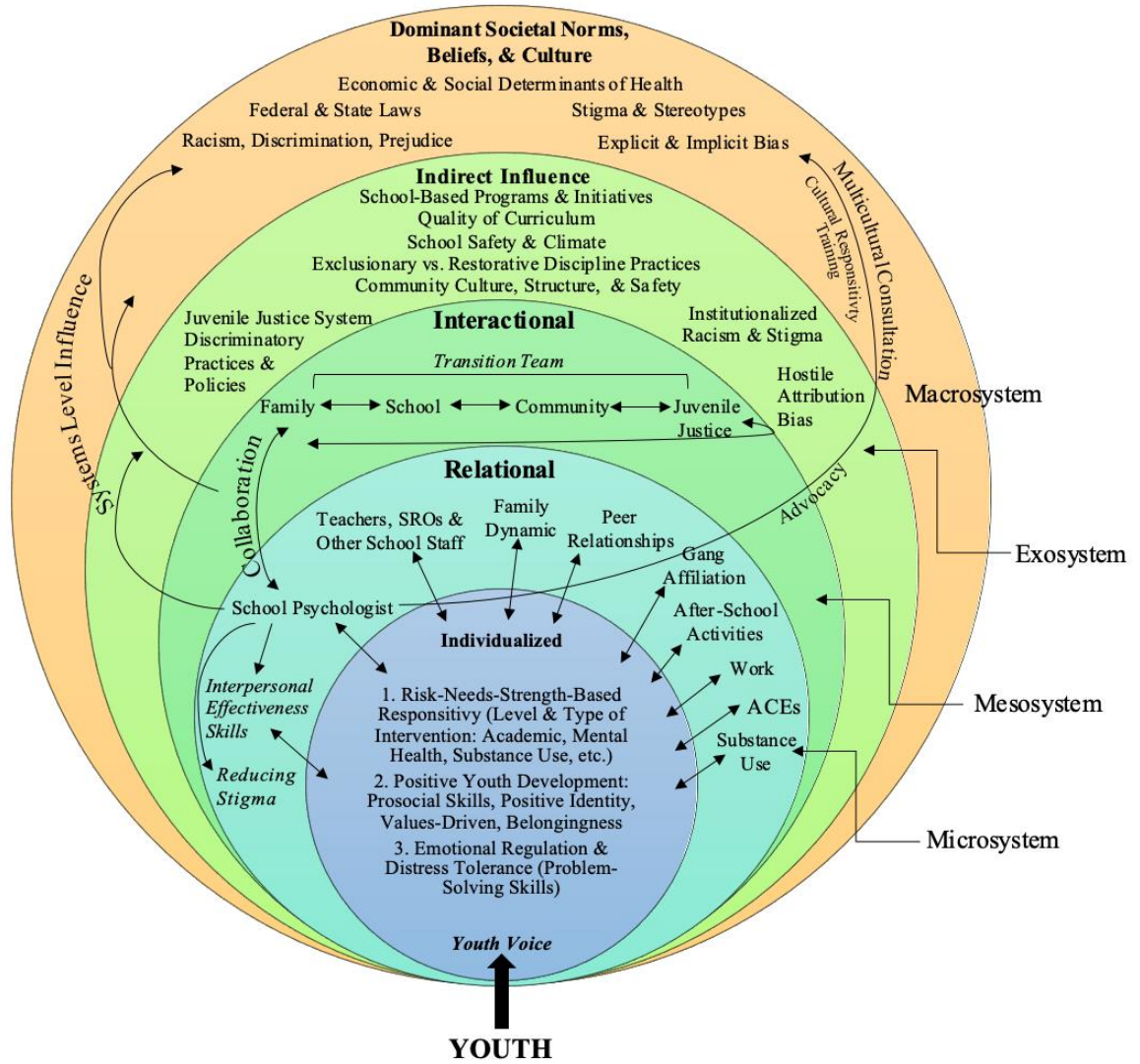
Conclusions and Next Steps

The SPSR model demonstrates a number of innovative possibilities and directions for what the indirect and direct role of school psychologists might look like in supporting juvenile justice-involved youth in school reintegration. Further research that explores

reasons for the seemingly low presence of school psychologists in supporting justice-involved youth should be done to better understand what factors may be contributing to the research-to-practice gap. It is also suggested that future research aim to provide justification for the inclusion of curricula on supporting this subpopulation of youth, through expanding school psychology graduate training, as a necessary part of the solution. Currently, there is no known evidence available to make this justification, leading to the development of the current study.

The Current Study

The purpose of this study was to explore the perceptions of school psychology graduate students and practicing school psychologists to better understand the extent of their preparedness, experience, competency, and interest in supporting juvenile justice-involved youth. It is the aim of this researcher to apply the findings of this data meaningfully to improve school psychology graduate training to serve this unique and deserving population of students effectively.

A systematic review of National Association of School Psychologists (NASP) - approved school psychology graduate programs was completed to begin this investigation. The purpose of this systematic review was to examine curricula for the presence of courses explicitly addressing juvenile justice-involved youth within the context of school psychology. The review findings served as an impetus for the development of the original exploratory population research survey titled, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth. This survey

was disseminated to school psychology graduate students and practicing school psychologists across the United States.

The results of this survey sought to demonstrate that while school psychologists appear to be largely equipped with the skills needed to effectively support this population of youth, as a professional entity, school psychologists are not yet doing so, and a deficiency in school psychology graduate training may be a significant contributing factor.

Research Questions and Hypotheses

The current study aimed to address the following research questions:

1. Will the majority school psychology graduate students and practicing school psychologists report they believe it is the role of school psychologists to support juvenile justice-involved youth?

    a. It was hypothesized that the majority of participants will report believing that the role of a school psychologists does include supporting juvenile justice-involved youth.

2. To what extent will school psychology graduate students and practicing school psychologists report feeling that their graduate training has prepared them to work effectively with juvenile justice-involved youth?

    a. It was hypothesized that most participants will report feeling that their graduate training did not prepare them to work effectively with juvenile justice-involved youth.

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3. To what extent will school psychology graduate students and practicing school psychologists report having experience providing services to juvenile justice-involved youth?

    a. It was hypothesized that most participants will report not having experience providing services to juvenile justice-involved youth.

4. To what extent will school psychology graduate students and practicing school psychologists report feeling competent in supporting juvenile justice-involved youth?

    a. It was hypothesized that most participants will report not feeling competent in supporting juvenile justice-involved youth.

5. Will the majority of school psychology graduate students and practicing school psychologists report interest in receiving additional training to support juvenile justice-involved youth?

    a. It was hypothesized that the majority of participants will report interest in receiving training to support juvenile justice-involved youth.

6. Will the majority of school psychology graduate students and practicing school psychologists report the need for a model of school reintegration to support juvenile justice-involved youth?

    a. If interested, will school psychology graduate students and practicing school psychologists report a desire to use a model of school reintegration to support juvenile justice-involved youth in practice?

i. For RQ6, it was hypothesized that the majority of participants will report feeling that a model of school reintegration, developed to be used by school psychologists, is needed.

ii. For RQ6a, it was hypothesized that interested participants will report a desire to use this model of school reintegration in practice.

Overall, it was hypothesized that the current study would demonstrate that school psychology graduate students and practicing school psychologists believe it is a part of their role as school psychologists to support juvenile justice-involved youth and will also express interest in doing so. It was also hypothesized that participants would indicate that they do not feel their graduate training has prepared them to support this population of students, leading to decreased reports of preparedness, competence, and experience in supporting juvenile justice-involved youth. Furthermore, it is the hope that current study results support the assumption that there is a deficiency in school psychology graduate training in this specific topic, and this gap in graduate training may be a contributing factor in the limited presence of school psychologists supporting juvenile justice-involved youth.

All six research questions were answered through quantitative response and analysis of the exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth. One qualitative survey item was included that encompasses all six research questions, allowing participants to freely respond with any additional thoughts, feelings, or suggestions they may have related to the current study, and more broadly, around the intersection of school

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psychology and juvenile justice. Thematic analysis was used to extract meaningful excerpts from participant's text entry responses to provide additional evidentiary support for expanded graduate training.

Methodology

First, a systematic review was completed to examine NASP-approved and nationally recognized school psychology graduate curricula for the presence of a course or courses explicitly addressing supporting juvenile justice-involved youth within the context of school psychology. Course titles and summaries were included in this examination of 187 NASP-approved and nationally recognized programs. To maintain consistency, this review focused solely on coursework plans made available to the public through each program's webpage.

Specifically, the researcher accessed the NASP website and navigated to the "Approved Programs" webpage. This webpage includes every NASP-approved program in the United States. A legend was provided on the webpage that delineates the factors included in each program listed. The program level is broken down as Specialist Level = SL and Doctoral Level = DL. This systematic review included both SL and DL coursework plans. The program's NASP-approval and national recognition status are listed as either "full" or "with conditions." For consistency, this systematic review only examined programs with full NASP approval. This review was completed to provide preliminary insight into the depth of available training provided to school psychologists around supporting juvenile justice-involved youth.

Findings of A Systematic Review: Juvenile Justice Training in School Psychology

Graduate Programs

Findings of this systematic review suggest a shortage of graduate training curricula on supporting youth with juvenile justice involvement. Of the 187 NASP-approved school psychology graduate program curricula examined, no programs were identified as including a course explicitly covering juvenile justice-involved youth in required or supplemental courses. While school psychology graduate students are eligible to enroll in courses that address this topic within other programs within a given graduate institution, this becomes the graduate students' responsibility to seek out this supplemental training in addition to their required coursework. Even so, this option may not be afforded to school psychology graduate students in all graduate institutions. With limited opportunities for this specialized training, interested students may need to seek professional development opportunities outside of their institution if they wish to receive any training supporting juvenile justice-involved youth.

Survey Sampling Procedure

To further address the outlined research questions, the exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth, was distributed through both an anonymous Qualtrics link and QR code through email and several online social networking websites. For reference, this survey can be viewed in Appendix D of this manuscript. The online distribution of surveys to study school psychology phenomenon is documented in the literature as an efficacious research method (Castillo et al., 2014). Selecting survey research as a method

for this study and ensuring that participants could pause survey participation and return to complete the survey at their convenience allowed for respondents to participate more flexibly, potentially increasing the likelihood of participation (Fowler, 2014). The survey was confirmed to be accessible to participants on both the online Qualtrics website and through their mobile platform, increasing access to the study and possibly contributing to increased response rate (Fowler, 2014).

Non-probability sampling, specifically exponential non-discriminative snowball sampling, was utilized to recruit a wide range of participants to gain a sample that is most representative of the population (Fowler, 2014) of school psychology graduate students and school psychology practitioners. As access to data on this topic is either not available or is not able to be readily accessed, snowball sampling was determined to be the best way to collect enough meaningful data (Fowler, 2014) to inform fruitful change in the field of school psychology.

While it was determined that the benefits of selecting snowball sampling outweigh the limitations, disadvantages of this sampling technique must be considered. Since the researcher had to recruit the initial participants in the sample, there may be sampling bias. The researcher is more likely to intentionally or unintentionally seek out data sources that are most familiar to them or that have a preexisting association (Fowler, 2014). Additionally, the margin of error must be considered. The estimated population size of school psychology practitioners and school psychology graduate students in the United States is approximately 44,000 (National Center for Education Statistics, 2020). The margin of error for this survey was determined to be 5% at a 95% confidence

interval. Without the ability to survey the entire population, it was determined that a 5% deviation from the actual population value was acceptable (Fowler, 2014).

The researcher initially disseminated the survey through profession-specific LISTSERVS to reach members of school psychology-related organizations. The survey was distributed through social networking sites that are largely frequented by individuals in the field of school psychology, including Facebook, LinkedIn, and Instagram pages dedicated to both school psychology graduate students and school psychology practitioners. The survey was also distributed through training directors of NASP-approved school psychology graduate programs and directly through practitioners. This researcher also completed and submitted a proposal to distribute electronic research participation requests to the professional organization, Trainers of School Psychologists (TSP). This proposal was accepted and distributed through the TSP LISTSERV to all TSP members, including school psychology graduate students and practitioners. Per TSP distribution guidelines, the survey was permitted to be distributed through the TSP LISTSERV on three occasions. It was distributed in October 2020, December 2020, and February 2021. At each point of contact with the mentioned survey distributors, it was encouraged for any eligible participant to refer participation in the survey to other eligible participants to obtain the largest sample size possible. This is what is referred to as exponential non-discriminative snowball sampling or chain-referral sampling (Fowler, 2014).

In addition to the anonymous Qualtrics online link and QR code, the researcher included a distributable recruitment flyer, found in Appendix A, and a recruitment letter

and email subject line and body, located in Appendix B. The implied consent documentation, which participants had to agree to in order to enter the survey and to participate, can be found in Appendix C of this manuscript. Participants engaged with the study for, on average, no longer than 10 minutes, also likely increasing the response rate, as longer survey completion time is typically negatively correlated with decreased response rate (Fowler, 2014). As another means of increasing response rate, participants had the opportunity to opt-in to an electronic raffle to win one of four $20 Amazon gift cards. An incentive was utilized with this survey, as incentives increase the chances of survey participation (Fowler, 2014). Participants who selected to opt-in to the raffle were redirected to a separate webpage where they were able to input their email address to enter the raffle. Participants were redirected to a different webpage to ensure their email remains unlinked to their survey responses.

Participants

To meet inclusion criteria, respondents were required to indicate that they are either a school psychology graduate student or a practicing school psychologist. Based on the approximate population size of 44,000 (National Center for Education Statistics, 2020) and a 5% margin of error, the original minimum sample size identified was at least 381 participants. The selection of snowball sampling for disseminating the survey returned significantly greater efficacy than predicted, resulting in an increased sample size of 745 participants. This larger sample size suggests that the study results more closely demonstrate a greater representation of the population, potentially allowing for more impactful application of the findings (Fowler, 2014).

Measure

Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth, an exploratory population research survey, was used to examine variables related to the interface of school psychology and juvenile justice-involved youth to provide insight into directions for future training, research, and practice in school psychology. The survey can be found in Appendix D of this manuscript. To participate in the survey, respondents had to agree to the first two survey items to ensure that implied consent was given and that respondents met eligibility criteria. Eligibility criteria were only restricted to school psychologists-in-training and practice school psychologists.

Survey Design and Development

The Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth survey is a 27-item, exploratory population research survey, designed to collect and examine original data on this topic, that to the extent of this researcher's awareness, is currently unavailable in the existing literature. The variables of most interest given the nature of the study include school psychology graduate students and school psychology practitioner's perception of their role, preparedness, experience, competence, and interest in supporting juvenile justice-involved youth through school psychological practice.

Survey item responses consisted of either categorical response options, which include "Yes" or "No"; scaled response options, which asks participants to use a Likert scale to select either "Strongly Agree," "Agree," "Neither agree nor disagree," "Disagree,

or "Strongly disagree"; multiple-choice survey items, which requested participants either select one or more multiple-choice responses or "select all that apply"; and lastly, there was one qualitative, free text response item, to encourage participants to provide any thoughts, feelings, concerns, or suggestions that related to the primary variables explored in this study.

All survey items were written to be as aligned as much as possible with the guidelines of survey research methods (Fowler, 2014). This includes considering the ease in which participants can access and complete the survey in the survey development and distribution process, which was done to help maximize the response rate (Fowler, 2014). The survey's purpose was to obtain a 'temperature check' of the larger school psychology population to better understand their perceptions around supporting justice-involved youth to enhance the already substantial work being done in the field. Because of this, the researcher sought to collect as many responses as possible from this sample of the population to increase the generalizability of the results. Because the quantity of completed surveys was a primary purpose in the study, more focus was placed on the ease in which participants could access and complete the survey, including ensuring brevity of the survey, to increase the likelihood of greater sample size, rather than focusing on reliability (Hazel et al., 2016). Therefore, for the scope of this study, the survey was not developed to calculate the overall reliability of the survey. The survey includes 27 total items, which can be broken down into the following variables, (a) demographics; (b) preparedness; (c) competence; (d) experience and (e) interest, apart

from one survey item, which was used as an optional, external item for participants to opt-in to the survey incentive.

Quantitative Data Analysis

Before quantitative data analysis could begin, the survey was prepared through data cleaning, using the Statistical Package for the Social Sciences (SPSS version 25; IBM Corp, 2017) and Microsoft Excel, Version 16.48 (Microsoft Corporation, 2021). SPSS and Calculation for the Chi-Square test: An Interactive Calculation Tool for Chi-Square Tests of Goodness of fit and Independence computer software (Preacher, 2001) were used for quantitative data analysis.

Descriptive statistics were used to obtain sociodemographic information reported by survey participants to better understand sample characteristics. Frequency statistics were used to count the number of times each variable occurred to demonstrate how much certain variables differ from one another. Descriptive statistics allows for summations about the sample to be made but are also limited, as the results cannot necessarily be generalized to the larger population (Fowler, 2014).

Cross-tabulation was used to examine relationships within the survey data that were not readily evident. A cross-tabulation report was used to demonstrate connections between two or more variables in the current study (Fowler, 2014). Specifically, cross-tabulation was completed to examine the following relationships: role of participant in the field of school psychology; preparedness and graduate training; competency in supporting juvenile justice-involved youth; experience supporting juvenile justice-involved youth, level of interest in receiving more intentional training related to

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supporting justice-involved youth; and the necessity of an applicable model for school reintegration.

The chi-square goodness of fit test was used to determine if specific results of the cross-tabulation were statistically significant (Fowler, 2014). This non-parametric statistical hypothesis test was used to evaluate how likely the data collected from the sample is representative of the larger population. To do this, the actual study values were compared to the values we may expect in an evenly distributed general population. This was done to quantify the differences between actual and expected values to determine if the results of this study are essentially close enough to what we would expect from the population. Specifically, the chi-square goodness of fit test analysis was used to determine the mathematical probability of certain relationships occurring due to chance. When analyzing these results, the p-value was examined for a p-value less than .05 ($p<.05$), and if this was identified, it was determined that the findings were statistically significant. Alternatively, if the p-value was greater than .05 ($p>.05$), findings were determined not to demonstrate statistical significance. While frequencies presented already demonstrate vastly disproportionate results, which already answer this study's research questions based on the exploratory scope of the study, the chi-square statistic provides further evidence of the significance of these results.

Qualitative Data Analysis

Taguette, Version 0.10.1 (2018) was used for qualitative data analysis. Qualitative survey responses were uploaded to the Taguette software. Thematic analysis (Braun & Clarke, 2006) was used to provide further support to quantitative findings and to make an

overall more robust set of data and results. This form of qualitative analysis was selected for its flexibility in interpreting the data and it is a practical approach when trying to find out something about a population, including a populations' dominant views and opinions about a topic (Braun & Clarke, 2006).

One free-text, open-ended response survey item was included at the end of the study survey to allow an opportunity for participants to provide thoughts and opinions that may not have been captured in the predetermined restricted survey response items. The data was also approached deductively, meaning the data was analyzed with some preconceived themes already in mind. These themes were previously identified from the quantitative survey results. The analysis also follows a semantic approach that involves analyzing the direct qualitative responses to identify participant's reported opinions on school psychologists supporting juvenile justice-involved youth, specifically through the process of school reintegration.

The six steps of thematic analysis (Braun & Clarke, 2006) were followed. The data was first reviewed for familiarization and then analyzed for tags (i.e., codes) and areas of interest. Twenty-two tags were identified and then examined for common themes, and the themes were then reviewed and finalized. The final theme names are slightly expanded in length in the qualitative analysis to demonstrate some insight into the theme upon inspection of the theme title. The following themes identified are school psychologists' roles and responsibilities; school psychologist preparedness to practice post-graduate training; deficiency in graduate training content area; diminished

confidence in practice; limited knowledge in content area; stigmatization of youth; exclusionary discipline practices; and considerations for consultation and collaboration.

Participant excerpts were thematically organized and are presented and discussed alongside the quantitative results to richen the story the data tells. Utilizing thematic analysis is a subjective form of analysis, meaning there is more risk in unintentionally overlooking certain details within the data due to bias (Braun & Clarke, 2006). To mitigate this, the researcher reflected thoughtfully upon the themes identified, and the interpretations made and focused on the themes drawn from the quantitative data to inform the thematic analysis.

Combined Data Analysis

While quantitative and qualitative data were analyzed separately, they were interpreted together to form a unified understanding of the data and results and tie together more cohesive conclusions. A table representing both the qualitative and quantitative data analysis and which survey items were used to answer each research question is displayed in Table 1.

Table 1

Data Analysis and Associated Variables by Research Question

Research Question	Analysis	Variables Used in Analysis	
		Independent Variable	Dependent Variable
RQ1: Will the majority of school psychology graduate students and practicing school psychologists report they believe it is the role of school psychologists to support juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation Chi-square test of Goodness of Fit Thematic Analysis	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Perception that it is the role of school psychologists to support juvenile justice-involved youth [Q11] [Q26]
RQ2: To what extent will school psychology graduate students and practicing school psychologists report feeling that their graduate training has prepared them to work with juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation Thematic Analysis	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Perception that their graduate training prepared them to support juvenile justice-involved youth [Q12, Q26]
RQ3: To what extent will school psychology graduate students and practicing school psychologists report having experience providing services to juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Reported experience [Q16]

RQ4: To what extent will school psychology graduate students and practicing school psychologists report feeling competent in supporting juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Perception of overall competency in supporting justice-involved youth [Q18, Q19a, Q19b, Q19c, Q19d, Q19e]
RQ5: Will the majority of school psychology graduate students and practicing school psychologists report interest in receiving additional training to support juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation Thematic Analysis	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Reported interest in receiving additional training [Q23, Q26]
RQ6: Will the majority of school psychology graduate students and practicing school psychologists report the need for a model of school reintegration to support juvenile justice-involved youth?	Descriptive Statistics Cross-tabulation	Professional Characteristics School Psychology graduate students and practicing school psychologists [Q1]	Reported need for a model of school reintegration [Q20]
RQ6a: If interested, will school psychology graduate students and practicing school psychologists report a desire to use a	Descriptive Statistics Cross-tabulation	Professional Characteristics School Psychology graduate students and practicing	Reported desire to use model [Q21]

model of school reintegration to support juvenile justice-involved youth?	school psychologists [Q1]

Results

Potential participants accessed the current study survey through an anonymous Qualtrics survey link or by scanning the QR Code provided to them. Seven-hundred and thirty-seven individuals utilized the survey link, while 11 used the QR code, indicating that the anonymous survey link was a much more effective means of distributing the survey. Seven-hundred and forty-eight individuals began the survey, and 745 participants agreed to the implied consent form and completed the survey. While there were 745 participants, the number of responses vary by survey item due to skip logic that directed participants to either the next survey item or to the next set of relevant survey items, based on participant response. Because of this, certain survey items will include a greater number of responses than other items. This was an expected outcome before the distribution of the survey.

Sociodemographic

Descriptive statistics were used to analyze sociodemographic data collected from the survey. The results are presented in Table 2 to provide some characteristics of the survey sample and showcase disproportionate characteristics worth further consideration. Several considerations are shared in the Discussion section of this manuscript.

Table 2

Sociodemographic Characteristics of Participants

Characteristic	Number of Participants	Percentage of Participants
	n	*%*
Current Role		
NASP-Approved Grad Student	276	40%
Non-NASP- Approved Grad Student	17	1%
NCSP SP	210	30%
Non-NCSP SP	205	29%
Gender		
Male	67	9.8%
Female	613	89.2%
Other	7	1%
Age Range		
18-24	104	15.1%
25-34	353	51.4%
35-44	124	18.1%
45-54	79	11.5%
55+	27	3.9%
Race		
White	594	84%
Black	48	7%
Other	66	9%
Region		
Northeast (ME, NH, VT, MA, RI, CT, NY, NJ, PA)	170	24.7%
Midwest (OH, MI, IN, WI, IL, MN, IA, MO, ND, SD, NE, KS)	132	19.2%
West (MT, ID, WY, CO, NM, AZ, UT, NV, CA, OR, WA, AK, HI)	207	30.1%
South	178	25.9%

Integrated Results by Research Question

Each of the current study research questions are laid out below and include

frequencies, chi-square goodness of fit test results, and associated qualitative thematic

analysis results.

Table 3

Frequencies Statistics for an Exploratory Population Survey: School Psychologist's

Perceptions of Their Role in Supporting Juvenile Justice-Involved Youth

Concept	Response Options	Frequency	Percentages
Role			
	Yes	678	98.8%
	No	8	1.2%
Preparedness			
	Strongly Agree	18	2.6%
	Agree	112	16.3%
	Neither Agree nor Disagree	184	26.8%
	Disagree	282	41.1%
	Strongly Disagree	90	13.1%
Competence			
	Strongly Agree	35	5%
	Agree	124	18%
	Neither Agree nor Disagree	153	23%
	Disagree	271	40%
	Strongly Disagree	91	14%
Experience			
	Strongly Agree	59	8.6%
	Agree	147	21.5%
	Neither Agree nor Disagree	48	7%

	Disagree	221	32.4%
	Strongly Disagree	208	30.5%
Training Interest			
	Yes	603	90.8%
	No	61	9.2%
Model Needed			
	Yes	629	96%
	No	29	4%
Use Model			
	Strongly Agree	369	56%
	Agree	256	39%
	Neither Agree nor Disagree	28	4%
	Disagree	7	1%
	Strongly Disagree	4	.6%

Table 3 displays all frequencies statistics results which were calculated through cross-tabulation.

Figure 2

Observed and Expected Values of Categorical Variables
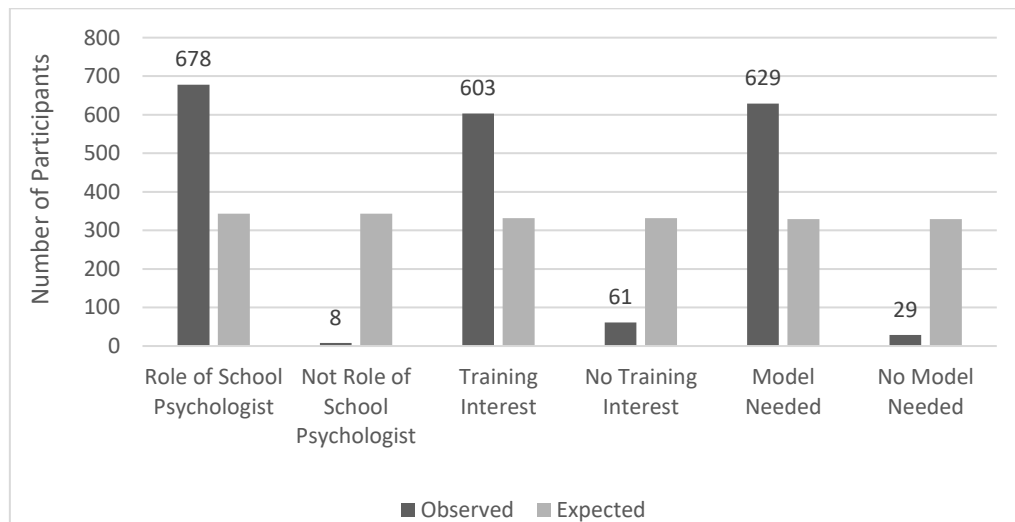
Figure 2 displays the observed and expected values of chi-square goodness of fit tests for categorical variables included in Table 3.

Figure 3

Reported Perceptions of Preparedness, Competence, Experience, and Interest
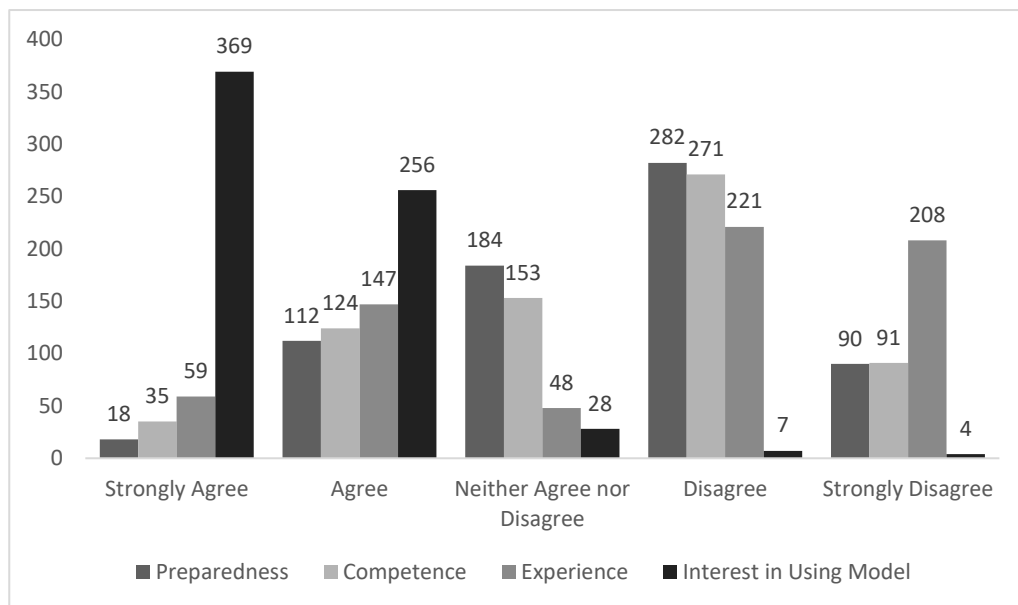
Figure 3 displays school psychologist's self-reported perceptions of preparedness, competence, experience, and interest in supporting justice-involved youth to further exemplify statistically significant results that help to further support this study's overall hypothesis and answer study research questions.

Research Question 1: The Role of School Psychologists in Supporting Justice-Involved Youth

It was hypothesized that most survey participants, which include school psychologists-in-training and practicing school psychologists, will report believing that the role of a school psychologist includes supporting juvenile justice-involved youth.

Descriptive statistics, including frequencies statistics, chi-square goodness of fit tests, and thematic analysis were computed to test this prediction. The following results are consistent with the current study's hypothesis. Therefore, the null hypothesis is rejected.

Six-hundred and seventy-eight (98.8%) participants reported believing it is the role of school psychologists to support juvenile justice-involved youth, while eight (1.2%) participants reported they do not believe it is part of the role. Of the participants who reported serving this population is part of the role of school psychologists, 247 (41%) participants identified as a graduate student in a NASP approved program; 15 (3%) participants reported being a graduate student in a non-NASP approved program; 174 (29%) participants identified as a nationally certified school psychologist (NCSP); and 161 (27%) participants identified as a school psychology practitioner without national certification. A chi-square goodness of fit test was conducted to examine whether the frequency of responses fit an expected distribution (e.g., that it was equal across "yes" or "no" responses). Results yielded a statistically significant difference (χ^2 [1, $N = 686$] $= 654.4, p = <.001$) between the observed and expected frequencies (i.e., a statistically significant, higher-than-expected number of participants endorsed agreement with the role of a school psychologist includes supporting justice-involved youth.)

Upon completion of thematic analysis, several qualitative excerpts were identified that speak to participant's thoughts and opinions on the role of school psychologists in supporting juvenile justice-involved youth. Below are some relevant participant responses.

"I think the role as school psychologists in mitigating stigma and labeling can go a long way, particular when working with administration. We need to be involved with ensuring that youth returning from the juvenile justice system aren't being pushed out of the system either explicitly or implicitly through discipline practices such as increased surveillance or that they aren't being pushed into alternative settings that may not be appropriate for them."

"It's a regular battle I fight with administrators believing these students do not belong on "their" public school campuses and therefore treat them in ways that lead them to be unsuccessful."

"If school psychologists can help teachers label specific events and behaviors as problematic, rather than labeling the juvenile themself as problematic, they can better help in improving the climate of the classroom for the student."

"In some ways I could see someone arguing that we'd support juvenile justice-involved youth as we would any other students, but I'd argue that this is a unique subpopulation of students. As such supporting them requires learning more about reintegration and supporting them staying in their home school as opposed to some alternative setting. It means

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restoring their image as a student and less so of a juvenile offender. We

can't act like people don't have that mindset when a student is re-entering

the school system."

"School psychology needs to have more focus on the juvenile justice

population. They often need our help the most."

Research Question 2: Preparedness After Graduate Training

It was hypothesized that most study participants will report feeling that their graduate

training did not prepare them to work with juvenile justice-involved youth. Descriptive

statistics, including frequencies statistics, chi-square goodness of fit test, and thematic

analysis were computed to test this prediction. The following results are consistent with

the current study's hypothesis. Therefore, the null hypothesis is rejected.

Eighteen (2.6%) participants reported strongly agreeing that their graduate training

prepared them to work with juvenile justice-involved youth; 112 (16.3%) participants

reported agreeing that their graduate training prepared them; 184 (26.8%) participants

reported neither agreeing nor disagreeing on preparedness; 282 (41.1%) participants

reported disagreeing that their graduate training prepared them; and 90 (13.1%)

participants strongly disagreed. Overall, 372 (54.2 %), which is more than half of the

participants in this study, reported that they either disagree or strongly disagree on

preparedness post-graduate training in supporting justice-involved youth. If we also

include the participants that reported they neither agree nor disagree on feeling that their

graduate program left them feeling prepared, this count rises to 556 (81%) participants not endorsing preparedness or suggesting indifference in preparedness.

A chi-square goodness of fit test was conducted to examine whether the frequency of responses fit an expected distribution (e.g., that it was equal across "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," "Strongly Disagree"). Results yielded a statistically significant difference (χ^2 [4, $N = 686$] $= 293.2$, $p = <.001$) between the observed and expected frequencies. In other words, the chi-square statistic indicates that the results of this survey item have not occurred by chance, as the results are largely disproportionate across preparedness (e.g., a statistically significant, higher-than expected number of participants endorsed disagreement in preparedness upon completing their graduate program to support justice-involved youth).

Upon completion of thematic analysis, a number of qualitative excerpts were identified that speak to participant's thoughts and opinions on their preparedness to support juvenile justice-involved upon completing their graduate training program. Below are some relevant participant responses.

> "I think this is an important topic to consider because it's a population not often talked about in education at all. Until going through the survey, I didn't even think about this population, regarding potentially having to interact with these students in my future career."

"Other than reviewing an article published by NASP's Best Practice book series, I have not learned hardly any information surrounding this population.

"This is very important work that my program did not prepare me for."

"My training as a school psychologist (currently have my EdS) was so important in developing the reentry plans in this setting. I was even able to participate in reentry meetings at the school, which never included the school psychologist. Prior to pursuing my doctoral degree, I had no training or knowledge in how to serve youth who are juvenile justice-involved."

"I think that school psychology programs should begin to integrate training to support these youth as they are often left out. There are so many SPED eligible students who are justice involved. It is an equity issue, and it should be addressed."

"I think this is a very important topic, but unfortunately is only grazed upon in graduate school."

"I think this is a super interesting and important topic, unfortunately not

covered in my graduate program. I am a 2nd year school psychologist and

wouldn't know where to start if this were to be made part of my job

description.

"My concerns revolved around how there is minimal discussion about

youths being reintegrated into school when those youths, while they may

not be the majority of students we have, are high needs."

"This feels very needed! I'm sure many of the skills we are learning would

apply although I would feel much more confident in knowing what best

practice for this population is to best help them especially with

reintegration back to school."

Research Question 3: Experience in Supporting Justice-Involved Youth

It was hypothesized that most study participants will report not having experience

providing services to juvenile justice-involved youth. Descriptive statistics, including

frequencies statistics, chi-square goodness of fit test, and thematic analysis were

computed to test this prediction. The following results are consistent with the current

study's hypothesis. Therefore, the null hypothesis is rejected.

Fifty-nine (8.6%) participants reported strongly agreeing that they have experience in

providing school psychological services to juvenile justice-involved youth; 147 (21.5%)

participants reported agreeing that they have experience; 48 (7%) participants reported

neither agreeing nor disagreeing on experience; 221 (32.4%) participants reported

disagreeing on experience; and 208 (30.5%) participants strongly disagreed. A chi-square

goodness of fit test was conducted to examine whether the frequency of responses fit an

expected distribution (e.g., that it was equal across "Strongly Agree," "Agree," "Neither

Agree nor Disagree," "Disagree," "Strongly Disagree"). Results yielded a statistically

significant difference (χ^2 [1, N = 683] = 191.81, p = <.001) between the observed and

expected frequencies. The chi-square statistic indicates that the results of this survey item

have not occurred by chance, as the results are largely disproportionate across experience

(e.g., a statistically significant, higher-than-expected number of participants endorsed

disagreement in having experience supporting justice-involved youth)

Upon completion of thematic analysis, some qualitative excerpts were identified that

speak to participant's thoughts and opinions on their experience with juvenile justice-

involved youth. Below are some relevant participant responses.

"I had the opportunity in my doctoral training to work with juvenile

justice-involved youth at a detention center. This is a population that is

often missed for services in the schools.

"My specific program did not provide any training on how to work with

justice-involved youth. However, for our community-based internship, I

applied to work in a juvenile hall where I provided therapy to youth in

detention, and it was an incredible experience. Though I was a

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psychologist intern, I worked closely and collaborated with the school

psychologist there and she was doing amazing work."

"I have worked at a school where the students were considered at risk and

re-entering from the juvenile community corrections and other

systems. The school psychologists I worked with were not prepared to

work with these students. They were prepared to counsel and to administer

assessments but were not prepared to intervene in a crisis situation, work

with the families, and were not versed in the reintegration process. I hope

to learn from this, and to better understand how I will work with these

students when I enter the field myself."

"Until going through your survey, I didn't even think about this population

in regards that I would have to potentially interact with in my future

career."

"As someone who previously worked at DJJ before my school psych

career, I find this topic one that pulls at my heart. The trauma/ abuse

reported by so many of the residents was appalling. For many it is a

problem that begins at home."

Research Question 4: Competence in Supporting Justice-Involved Youth

It was hypothesized that most study participants will report not feeling competent in supporting juvenile justice-involved youth. Descriptive statistics, including frequencies statistics, chi-square goodness of fit test, and thematic analysis were computed to test this prediction. The following results are consistent with the current study's hypothesis. Therefore, the null hypothesis is rejected.

Thirty-five (5%) participants reported strongly agreeing that they feel competent in providing school psychological services to juvenile justice-involved youth; 124 (18%) participants reported agreeing that they feel competent; 153 (23%) participants reported neither agreeing nor disagreeing on competence; 271 (40%) participants reported disagreeing on competence; and 91 (14%) participants strongly disagreed. A chi-square goodness of fit test was conducted to examine whether the frequency of responses fit an expected distribution (e.g., that it was equal across "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," "Strongly Disagree"). Results yielded a statistically significant difference (χ^2 [4, $N = 674$] $= 229.5$, $p = <.001$) between the observed and expected frequencies. The chi-square statistic indicates that the results of this survey item have not occurred by chance, as the results are largely disproportionate across competence (e.g., a statistically significant, higher-than-expected number of participants endorsed disagreement in having competence supporting justice-involved youth).

Upon completion of thematic analysis, some qualitative excerpts were identified that speak to participant's thoughts and opinions related to their competence in supporting juvenile justice-involved youth. Below are some relevant participant responses.

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"My biggest concern is having enough competence in the area of juvenile justice-involved youth to ethically provide support and be effective."

"I feel like I should know much more than I do about supporting juvenile justice-involved youth."

"Why do we not have any classes on this specific population? Frankly, I do not feel equipped to work with these students at all, but I want to, and I want to be able to adequately support them!"

"Some people would probably say "well not many school psychologists work with that population" but I feel it is important to learn about regardless and we are ill-equipped to work with them when we do."

Research Question 5: Interest in Expanded Training to Support Justice-Involved Youth

It was hypothesized that the majority of participants will report interest in receiving training to support juvenile justice-involved youth. Descriptive statistics, including frequencies statistics, chi-square goodness of fit test, and thematic analysis were computed to test this prediction. The following results are consistent with the current study's hypothesis. Therefore, the null hypothesis is rejected. Six-hundred and three (90.8%) participants reported interest in receiving additional training to support

juvenile justice-involved youth, while 61 (9.2%) participants reported not being interested in receiving additional training.

A chi-square goodness of fit test was conducted to examine whether the frequency of responses fit an expected distribution (e.g., that it was equal across "Yes" or "No"). Results yielded a statistically significant difference (χ^2 [4, N = 664] = 442.4, p = <.001) between the observed and expected frequencies (i.e., a statistically significant, higher-than-expected number of participants endorsed agreement with wanting training to support justice-involved youth).

Upon completion of thematic analysis, some qualitative excerpts were identified that speak to participant's thoughts and opinions related to their interest in training to better support juvenile justice-involved youth. Below are some relevant participant responses.

"As a supporter and thorough believer in equitable programming for all children, I always welcome more programming and training to serve as many students as I can."

"I strongly believe there is a gap in services that support this population of students, and I am continuously interested in what services are available, or should be available, to this population.

"It's important to talk about the "role of schools" vs. "the role of the juvenile justice system". I think school psychologists' resistance to providing supports for JJ students is their discernment of the line between

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these two entities. We need to give them reasons to believe that JJ students

SHOULD be supported and SHOULD be retained in schools as much as

possible."

"This training is sorely needed in our field!"

"This is a very under-represented group of children that deserves attention,

but we need the training first."

Research Question 6: Necessity of a School Psychological Model of School

Reintegration for Justice-Involved Youth

It was hypothesized that the majority of participants will report feeling that a

model of school reintegration developed to be used by school psychologists is needed.

Descriptive statistics, including frequencies statistics and chi-square goodness of fit test,

were computed to test this prediction. The following results are consistent with the

current study's hypothesis. Therefore, the null hypothesis is rejected.

Six-hundred and twenty-nine (96%) participants reported believing a model for

school reintegration to support juvenile justice-involved youth is needed, while 29 (4%)

participants reported not believing a model is necessary. A chi-square goodness of fit test

was conducted to examine whether the frequency of responses fit an expected distribution

(e.g., that it was equal across "yes" or "no"). Results yielded a statistically significant

difference (χ^2 [1, $N = 658$] = 547.1, $p = <.001$) between the observed and expected

frequencies (i.e., a statistically significant, higher-than-expected number of participants endorsed agreement that a school psychological model for school reintegration for justice-involved youth is necessary.)

Research Questions 6a. Interest in Utilizing a School Psychological Model of School Reintegration for Justice-Involved Youth. It was hypothesized that the majority of participants will report interest in utilizing a model of school reintegration developed for school psychological practice. Descriptive statistics, including frequencies statistics and chi-square goodness of fit test, were computed to test this prediction. The following results are consistent with the current study's hypothesis. Therefore, the null hypothesis is rejected.

In the current study, 369 (56%) participants reported strongly agreeing that if a model of school reintegration was developed for use by school psychologists, they would be interested in using it; 256 (39%) participants reported agreeing that they would utilize this model; 28 (4%) participants reported neither agreeing nor disagreeing on using this model; 7 (1%) participants disagreed in using this model; and 4 (.6%) participants strongly disagreed. A chi-square goodness of fit test was conducted to examine whether the frequency of responses fit an expected distribution (e.g., that it was equal across "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," "Strongly Disagree"). Results yielded a statistically significant difference (χ^2 [4, $N = 664$] = 861.2, $p = <.001$) between the observed and expected frequencies. The chi-square statistic indicates that the results of this survey item have not occurred by chance, as the results are largely disproportionate across competence (e.g., a statistically significant, higher-

than-expected number of participants endorse interest in utilizing a school psychological model of school reintegration for justice-involved youth).

Discussion

The purpose of this study was to explore the self-reported perceptions of school psychology graduate students and practicing school psychologists to better understand the extent of their perceived role, preparedness, experience, competency, and interest in supporting juvenile justice-involved youth through school psychological practice. The current study was developed and completed with the aim of applying findings to increase awareness and buy-in to expand the scope of school psychology graduate training to serve *all* children and adolescents effectively; in particular, how to support juvenile justice-involved youth more intentionally through school psychological practice.

Overall, it was hypothesized that current study results would demonstrate that school psychology graduate students and practicing school psychologists believe it is a part of their role as school psychologists to support juvenile justice-involved youth in the school reintegration process, and they would also express interest in doing so. It was also hypothesized that participants would also indicate that they do not feel their graduate training has prepared them to support this subpopulation of students, leading to decreased reports of competence and experience in working with justice-involved youth. Finally, it was hypothesized that the results of this exploratory survey would support the assumption that there is a deficiency in school psychology graduate training curricula, providing an opportunity for expanded graduate training that includes supporting juvenile justice-involved youth.

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The findings are commensurate with the current study hypotheses. More specifically, statistically significant findings of chi-square goodness of fit tests strongly suggest that according to school psychology graduate students and practicing school psychologists, supporting juvenile justice-involved youth in school reintegration is part of their role; school psychology graduate programs are failing to adequately prepare students to support justice-involved youth effectively; school psychologists have little experience in supporting justice-involved youth; school psychologists report little competence in supporting justice-involved youth; the majority of school psychologists are interested in expanded school psychology graduate and professional-level training in supporting justice-involved youth; and lastly, the majority of school psychologists believe a school psychological model of school reintegration is a necessity.

Further Consideration of Sociodemographic Results

Geographic Location

Participants were asked to report the region their school psychology graduate training program is or was located. This was specifically asked to determine if there was a relationship between participants' responses and the geographic location of graduate training. School psychological practice often differs by location, including variations at the state, district, and individual school level (e.g., more assessment-focused vs. more intervention-focused) (Armistead & Smallwood, 2014). If this survey item were broken down further, it might be enlightening to examine any differences associated with living in a rural vs. urban location. The current study results demonstrate a fairly even distribution of responses across regions in the United States, suggesting that regional

differences in graduate training programs do not drastically vary. This also provides

further support to imply that as an entity, school psychology graduate programs are

producing practitioners with similar attitudes and experiences around supporting juvenile

justice-involved youth, regardless of geographic location.

Disproportionalities in Race & Gender

Five-hundred and ninety-four (84%) participants reported being White, 48 (7%)

of participants reported being Black, and 66 (9%) participants reported being another

race. Participants selected the following other races, 7 participants selected American

Indian or Alaska Native; 12, Chinese; 8, Filipino; 4, Asian Indian; 3, Korean; 4,

Japanese; 10, Other Asian; 1, Pacific Islander; and 21 participants selected 'some other

race.' These results, while significantly disproportionate, demonstrate an evident problem

that has been pervasive in the field of school psychology since it originated in the 1950s,

and we are still seeing these jarring racial disproportionalities in graduate students and

practitioners in contemporary school psychology (Walcott et al., 2016). This data is

especially important to consider when interpreting the generalizability and

meaningfulness of the current study results.

With the sample of participants in this study being disproportionately White and

acknowledging that this is similarly reflected in the larger population, further research

should be done to include a greater number of participants from racial minorities.

Furthermore, adapting and extending this survey to families of color to better understand

perceptions of what is needed to support students who are most significantly affected by

school-based pathways to justice systems, would be valuable to enhance family-school partnerships, and ultimately better support this subpopulation of students.

Similarly, disproportionalities in gender have persisted since the establishment of school psychology and into the present-day (Walcott et al., 2016). In the current study, almost 90% of participants were female, less than 10% were male, and 1% selected 'Other.' This means that first, survey participants vastly consisted of females, meaning that we cannot determine if differences exist between male and female respondents. Taken together, sociodemographic data suggests that significant disproportionalities in gender and race still dominate the profession of school psychology, further supporting the need to diversify our population of researchers and practitioners to meet the needs of our diverse student population.

Age Range and Current Graduate Training

Three-hundred and fifty-three survey participants (51.4%) reported being in the 25 to 34 age range, which is the majority age range of the study sample. 23 to 33-years-old is the average age of matriculation for graduate school and the average age range of graduating students, dependent on the degree program (Walcott et al., 2016). Study results suggest that students who are currently enrolled in school psychology graduate programs and students who have recently graduated comprise most of responses received. This may be important to consider, as responses from current graduate students are most reflected in the data, which may carry more significant implications for school psychology graduate training. Furthermore, as most survey participants reported falling within a younger age bracket, it is possible that professionals with more specialized

knowledge, skills, and experience in the field, and in supporting justice-involved youth through school-based services, were not captured. It is possible that the development of a survey that is targeted at training directors of school psychology graduate programs, as discussed above, would help to account for more advanced professional's perceptions on supporting this subpopulation of youth.

Additionally, sampling school psychologists that specifically work with justice-involved youth may help to further develop School Psychologists in School Reintegration or the SPSR model (SPSR) (Gleason, 2021a). The SPSR model seeks to map precipitating and protective factors to juvenile justice involvement by examining the context of the ecological systems in which youth interact to outline opportunities for school psychologists to effect change across a youth's ecology (Gleason, 2021a). A primary focus of the SPSR model is understanding the unique cultural experience of juvenile justice-involved youth, particularly, through promoting targeted school psychological services (Gleason, 2021a). The SPSR model places strong emphasis on multicultural consultation as a vehicle to develop a culturally responsive, multidisciplinary transition team, to support juvenile justice-involved youth in successful reintegration (Gleason, 2021a). It is important to note that this conceptualization is theoretical in nature. As further research is done on this topic, it will be expanded and adapted to fit the needs of juvenile justice-involved youth and how this conceptualization might best work within relevant systems.

Lastly, developing and distributing a similarly structured survey to each of the professions within the transition team discussed in the SPSR model is highly encouraged.

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To form and maintain a successful, collaborative, multidisciplinary team, we must know more about the inner workings of each involved system. The SPSR model and the school reintegration process both present complexities in comprehension and application. Therefore, we must continue learning how to positively transform the reintegration experience for youth at both the individual, organizational, and systems-level reform, to encourage successful life outcomes for youth.

Follow-Up to the Systematic Review: Implications for Juvenile Justice Training in School Psychology Graduate Programs

Participant responses to survey item number 13, "during my program of study my graduate program has/had a course in supporting juvenile justice-involved youth," corroborated the findings of the systematic review completed before the start of data collection. A review of 187 National Association of School Psychologists (NASP) - approved and nationally recognized graduate programs were examined for the presence of curricula related to supporting juvenile justice-involved youth. No programs were identified that met this criterion. Cross-tabulation was used to analyze the relationship between participant's reported role in the field of SP and their response to the inclusion of this special topic in their graduate training program.

These results not only confirm the absence of training on supporting juvenile justice-involved youth in NASP-accredited school psychology graduate programs, but they also suggest that there is a discrepancy between what we are called upon to do as school psychologists and how we fulfill the roles and responsibilities of school psychologists outlined in the comprehensive model of service delivery (NASP, 2020).

The Social Justice Committee developed by NASP (2019) promotes a growing social

justice initiative and firmly states that school psychologists have an ethical and legal

responsibility to support *all* students in accessing equitable and appropriate educational

and psychological services (NASP, 2020). In combination, the systematic review and the

exploratory survey results provide supporting evidence for a necessary reimagination of

school psychology graduate training.

Limitations & Future Directions for Research

Although the results of this study clearly provide supporting evidence for

expanded school psychology graduate and professional training to increase preparedness

and competency in supporting justice-involved youth, certain limitations should be

considered.

Survey Sampling and Development

The current study was limited by nonprobability sampling (i.e., snowball

sampling), as several means of sampling were used to gain the most significant number

of participants. The use of nonprobability sampling typically presents a disadvantage as it

may lack generalizability with a high level of confidence. Therefore, future studies would

benefit from randomized sampling to improve the probability that the sample recruited is

representative of the larger population.

Furthermore, the survey was completed at participants' leisure, and responses are

subjective self-report. Anytime self-report is included, there is the chance that

participants will demonstrate response bias. Participants may be at risk of providing

exaggerated or understated responses and may be more likely to respond in a socially

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acceptable way (i.e., social desirability bias) (Fowler, 2014) when utilizing methods of self-report. However, research supports that self-reported data is often accurate when respondents have a strong understanding of the questions they are being asked and when they feel confident that their responses will remain anonymized, as there is little fear of being reprimanded in any way for their responses. Because of this, the survey was intentionally developed to be anonymized, and survey items were written in a way that is highly likely to be understood by the population it is meant to capture.

While the current study yielded a far greater sample size than predicted, leading to greater generalizability of results to the larger population of practicing and in-training-school psychologists, a repeated survey that targets a larger sample size is encouraged. Although the survey was distributed nationally, to the best of this method's ability (i.e., snowball sampling), it is not known how many states the survey reached, as this survey only captured region. Furthermore, including an additional survey item that further explores the nuances of geographic location should be considered. Specifically, asking participants to include not only the region and state they completed their graduate training in, but also whether they are practicing in a rural or urban location, as this may reveal interesting and important cultural implications and differences to consider. Depending on where school psychologists are practicing, the students they serve and the schools they serve them in may demonstrate differing needs and access to services, among other varying cultural consequences.

Since the current study represents a novel attempt to explore this particular topic, and results largely indicate that school psychology graduate training may be an especially

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critical starting point to witnessing real transformative change, a follow-up survey should consider including items that are more specific to graduate training curricula to determine where opportunities of growth may lie. Furthermore, it is presumed that school psychology graduate program training directors did participate in the current survey-based on feedback received by this researcher from specific training directors of various programs. Whether training directors fell within the majority population of participants that reported feeling unprepared is unknown. Therefore, it is encouraged that a future survey is directly developed and distributed to training directors to confirm their agreement that there is in fact room for growth in school psychology graduate programs that address supporting justice-involved youth in school psychological practice. This may even be one of the most critical next steps, as training directors will have more leverage to advocate for and enact expanded curricula than the students and practitioners themselves.

Developing a subsequent survey that is geared toward juvenile justice-involved youth and their families is also strongly encouraged. While continuing to explore the perceptions of school psychology graduate students and practitioners is crucial, it is equally imperative that the voices of the youth and their families are heard and are included in this work as we advance. It will be essential to understand what youth and their families believe are the most important barriers to accessing appropriate and effective services in the school reintegration process, as well as learning more about what works best for that individual student and family, including student preferences and strengths, which can be integrated into more tailored and efficacious prevention and

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intervention. Overall, learning more about this special subpopulation of youth and how to best support their families, is necessary to properly move forward with innovative and effective supports that lead to successful school reintegration and overall positive life outcomes.

Lastly, the qualitative analysis could be improved to increase confidence in the results, particularly regarding inter-rater reliability. Future studies that include qualitative components should consider making inter-rater reliability a priority to ensure that the coded or tagged items identified from the thematic analysis are corroborated beyond what the individual researcher concluded. Furthermore, qualitative studies should also be considered, as we must continue to seek out and truly hear the voices and lived experiences of the subpopulation of youth that we as a professional entity are seeking to support.

Expanding the School Psychologists in School Reintegration (SPSR) Model

The SPSR model provides an innovative and novel integrated framework for school psychological practice, aimed at informing more inclusive and equitable practices, allocated intentionally to students with juvenile justice involvement, in a manner that addresses the unique and dynamic needs of this subpopulation of students (Gleason, 2021[a]). Additionally, the SPSR model goes into much greater depth and detail than any known preexisting model in the current literature related to supporting students with juvenile justice-involvement in school reintegration, deliberately through school psychological services (Gleason, 2021[a]). Even so, there is still great room for expansion, clarification, and ultimately, studying the effectiveness of the SPSR model in practice. To

increase efficacious application of the SPSR model in school psychological practice, the model will need to evolve from conceptualization to a structured, thorough, and dynamic framework. The current study produced survey results that strongly indicate school psychology graduate students and practicing school psychologists believe a model for school reintegration for juvenile justice-involved youth is a necessity. Furthermore, results suggest, that if such a model was explicitly made available, both school psychology graduate students and practitioners, would be overwhelmingly interested in utilizing the model in practice to better support students throughout the reintegration process. Therefore, it is recommended that next steps in this research should include the completion and piloting of this reintegration model.

Implications for Graduate Student Training

The current study results provide insight into areas of growth in the field of school psychology and highlight possible next steps and future directions for research, training, practice, and advocacy at the individual, organizational, and systems level. The implications for school psychology graduate and professional training are particularly evident based on the current study results.

It is acknowledged that a transformative change of this magnitude, to an established professional program within higher education, will not occur swiftly. Therefore, as action cannot wait, expanded training should be advocated for, initially, in the form of small additions to the current school psychology graduate curricula, where these additional educational opportunities would likely be most feasible in the initial stages of change. Standard relevant courses to be considered, that are required within

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most school psychology graduate programs, are psychoeducational assessment, academic and social-emotional intervention, child and adolescent development, school mental health counseling, family-school collaboration, consultation and collaboration, school crisis and intervention, and diversity in school and community settings. While it is understood that each school psychology graduate program will likely have curricula that includes somewhat differing course titles and dissimilar syllabi, the general scope of these course topics has great relevance to youth at risk for or with juvenile justice involvement.

School psychology graduate programs may also want to consider including or increasing education and discussion regarding the following related topics: ecological systems, positive youth development, motivational interviewing, trauma-informed practice, multicultural consultation, strength-based approaches, and social-emotional interventions that address emotional regulation, distress tolerance, and problem-solving skills. While the topics listed for consideration are not exhaustive, they are directly related to the proposed model, School Psychologists in School Reintegration, also referred to as the SPSR model (Gleason, 2021$_a$). The current literature encourages the potential for these topics to be translated into school psychology practice to effectively support juvenile justice-involved youth. Figure 4 in this manuscript illustrates how the SPSR model is aligned with the NASP practice model (2020), providing support for its inclusion in school psychology graduate training, and provides some insight into how principles of the SPSR mode may be initially incorporated into school psychology graduate training programs.

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Figure 4
Supporting Juvenile Justice-Involved Youth Through the NASP Practice Model

Domain 2: Consultation and Collaboration

School psychologists understand multicultural consultation as adapted and applied intentionally and effectively to support juvenile justice-involved students through development and facilitation of a collaborative, multidisciplinary, school-based transition team. School psychologists are skilled in rapport building, communication, and in problem-solving, and will need to utilize these skills to obtain buy-in from all members of the school reintegration transition team. It is encouraged that school psychologists reference School Psychologists in School Reintegration or the SPSR model to support them in both direct and indirect practice, including multicultural consultation.

School psychologists understand how to provide school-wide professional development to increase school staff's understanding of predictive and protective factors that influence juvenile justice involvement and to educate staff on cultural responsivity, implicit and explicit bias, and restorative justice as a substitute for punitive, exclusionary discipline policies. School psychologists understand how to help support school staff in managing challenging classroom behaviors, educating to diverse learners, and how to provide inclusive educational instruction that engages students most vulnerable for justice-involvement.

School Psychology Graduate Curricula Recommendation: Crisis Prevention and Intervention, Family-School Partnering and Consultation, School and Organizational Consultation

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the influence of child and adolescent biology and development, environment and community, and quality of familial and social relationships have on mental, behavioral, and physical health, as well as the influence of behavior and social-emotional competency on learning and academic performance. All of these factors can either come together to harm or help children to thrive in their home, school, and community. School psychologists are poised to use this knowledge and guiding theoretical framework of ecological systems theory, to identify and implement strength-based and evidence-based prevention and intervention through a positive youth development lens to support the unique needs of juvenile-justice involved youth.

When considering this subpopulation of students, school psychologists understand the importance of prosocial behavior skills development, emotional regulation, distress tolerance, problem solving skills, and acceptance & commitment therapy strategies to promote a values-driven life.

School Psychology Graduate Curricula Recommendation: Early Childhood Development, Child Development and Adolescent Development, Adult Development, Physiological Psychology, Exceptionalities in Special Education, Psychopathology: Prevention, Diagnosis, and Treatment, Preschool Intervention, School Mental Health Counseling

Domain 7: Family, School, and Community Collaboration

School psychologists understand that in addition to family, school, and community collaboration, juvenile justice-involved youth will require partnership with juvenile justice systems to increase successful school reintegration. School psychologists understand that partnering effectively across each of the mentioned child-serving systems and fostering multidisciplinary collaboration can serve as a form of diversion from juvenile justice involvement.

School psychologists understand how to engage justice-related agencies and leaders from other public child-serving agencies to learn and apply strategies of how to partner back with schools to improve youth's community environment by increasing opportunities for prosocial enrichment outside of the school setting, particularly afterschool extracurriculars to strengthen academic, social-emotional, and overall positive life outcomes for youth at risk for or with juvenile justice involvement.

School Psychology Graduate Curricula Recommendation: Diversity in School and Community Settings, Family-School Partnering and Consultation, School and Organizational Consultation School-Age Academic Competencies & Intervention, History and Systems in Psychology, Social Psychology

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists understand and respect that students possess unique strengths and areas of growth that dictate diverse learning and behavioral health needs, leading to similarly diverse interventions. Because of this, school psychologists recognize the need for individualized school reintegration programs to increase successful reentry for justice-involved youth. School psychologists are advocates of social justice, and are therefore advocates for school-based *and* juvenile justice reforms and are encouraged to collaborate to create change in exclusionary discipline policies that lead to disproportionalities in discipline referrals and subsequent justice involvement and should help to facilitate improvements in inclusive and safe, positive school climate that supports *all* students.

School Psychology Graduate Curricula Recommendation: Professional, Legal, and Ethical Issues in School Psychology, Family-School Partnering and Consultation, Diversity in School and Community Settings

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Note. This figure demonstrates how juvenile justice-involved youth could be more intentionally supported through the domains of school psychological best practice. The recommended courses documented within each domain are borrowed from preexisting school psychology graduate program's curriculum (University of Denver, 2021$_a$; University of Denver, 2021$_b$) and are included to demonstrate how these topics may fit into established curricula. The courses overlap across practice domains, as no one domain can be understood in isolation from the rest.

It is suggested, that in addition to increased awareness and educational content on this area of study, that school psychology graduate students receive practical exposure to supporting juvenile justice-involved youth and the systems they interact with. This purposeful exposure may be best targeted through cultivating pertinent community-based connections and working relationships. This will provide graduate students with an opportunity for an expanded range of practicum and internship experiences that are inclusive of this subpopulation of students, as *all* children and youth are deserving of and require appropriate and adequate services to be successful in their school and community settings. Forming strong community partnerships may serve as one way to start increasing graduate students' knowledge and applied experience in supporting juvenile justice-involved youth. Simultaneously, youth's involvement within their community serves as a protective factor, as increased community engagement is associated with greater academic success and social-emotional wellness, including a greater sense of belonging, which has been shown to reduce problematic behaviors (Amani et al., 2018).

There are often many promising social justice initiatives occurring simultaneously within several related graduate programs. However, these initiatives are regularly operating in isolation from one another. Social justice initiatives related to supporting juvenile justice-involved youth may be optimized through cross-program collaboration. In addition to school psychology graduate programs, educational, counseling, and clinical psychology, and social work programs, would likely be strong programs to collaborate with to bring social justice initiatives to fruition. These specific programs are suggested as each of these graduate programs demonstrate several similarities across their mission statements, including their commitment to ensure equitable and effective services for children, adolescents, and their families.

Learning, further developing, or refining professional skills related to the mentioned topics, as well as demonstrating operative practical application of these skills in the context of supporting juvenile justice-involved youth, may lead to school psychologists-in-training reporting greater levels of preparedness, as well as providing increased opportunities to build self-efficacy associated with supporting justice-involved youth.

Application of the Findings

In addition to expanding school psychology graduate training to incorporate curricula around supporting juvenile justice-involved youth, further associated topics must also be explored to optimize the results of the current study. It is highly encouraged that this expanded training is not limited to school psychology graduate students, as study results suggest that practicing school psychologists also endorse low levels of

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preparedness and competency in supporting juvenile justice-involved youth. It is recommended that training be equally advocated for and provided as professional development to school psychologists at any stage of their career, with one avenue for this training being presented in the form of continuing education credits, which may offer some incentive for practitioner participation.

Additionally, as all staff within the school setting encounter students in some capacity, professional development training on this specific topic is strongly encouraged for *all* school staff. Secondary to school psychologists, it is proposed that training be prioritized for student resource officers (SROs) and administration, at both the school and district levels. SROs have greater proximal relationships to students at risk for or with juvenile justice-involvement, as being in the same building as students increases opportunities for more regular face-to-face contact (Belenko et al., 2017). Moreover, associations have been documented between the presence of SROs and increased rates of student arrests and school-based referrals to juvenile court for school discipline problems (Belenko et al., 2017). This means ensuring SROs are knowledgeable on the precipitating and protective factors that influence the presence or lack of juvenile justice-involvement, are versed in trauma-informed care to some degree and know how they may be able to effect positive change for these youth in their respective position.

Training that focuses on the role of implicit and explicit bias, stigmatization, and cultural responsiveness in addressing student problem behaviors are among some of the most salient in the School Psychologists in School Reintegration (SPSR) model. Cultural responsivity training is deemed as particularly important in the SPSR model. When

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culture goes unacknowledged, at either the individual, school, district, or at the larger systems-level, juvenile justice-involved youth are at increased risk of disengaging from school, demonstrating disruptive behaviors, receiving disproportionate discipline and law enforcement referral, and ultimately experiencing school failure (Cranton, 2011; Lorelle et al., 2021). Training that helps to foster multicultural responsivity is aligned with the SPSR model and does not require that all school staff be perfect and have attained all the skills and views needed to support a culturally diverse student population. The SPSR model is an inherently strength-based model for both the students it was developed to support, as well as the staff it was developed to support. This means that it is expected for both students and staff to demonstrate missteps, and what matters, is the response that one has to these situations.

While school psychologists are poised to lead school-based professional development training per the National Association of School Psychologists (NASP) standards of practice, some domains of practice may be more or less familiar, depending on the individual practitioner's knowledge and experience. Cultural responsivity is an evolving, lifelong learning process. This means that school psychologists must continue to do this work themselves throughout the entirety of their career. To remain culturally responsive practitioners, school psychologists should consider staying current with and seeking out their own empirical research and resources related to supporting justice-involved youth, joining relevant professional organizations and groups that promote multiculturalism and social justice, and always remaining an ally but striving to be an accomplice to the greatest extent possible. The role of accomplice in the context of

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juvenile justice-involved youth is a step beyond allyship and includes taking a stand and taking action, with the understanding that the role of accomplice increases vulnerability to consequences (Parris, 2021). It is proposed that school psychologists act as accomplices in social justice action by facilitating a collaborative, multidisciplinary transition team, implementing individualized assessment and school reintegration programs, and pushing for restorative practices in place of punitive, exclusionary discipline policies.

To increase accountability, school psychologists are urged to develop a juvenile justice action plan, which may include writing down a set of goals with corresponding steps to achieving each goal. School psychologists engaging in social justice work should consider seeking out and encouraging fellow allies and accomplices to participate in this committed action to increase overall accountability and to increase the number of change agents who take a stand for school reintegration reform for justice-involved youth.

Forming and maintaining strong school-community partnerships, is already a relationship that is greatly valued by school psychologists (NASP, 2020). To optimally impact the academic and wellness outcomes of students, it is imperative that school and community foster a collaborative partnership to increase awareness of and access to potentially helpful community resources for both students and parents. Community partnerships can help to increase schools' preparedness to support youth in positive afterschool enrichment, as well as the transition to college, career, and citizenship, by offering additional opportunities, supports, and enrichment for youth and emerging adults (Afterschool Alliance, 2020). School psychologists and community partnerships have the

ability form strong and beneficial reciprocal working relationships that increase positive local outlets for youth to engage in, while also increasing community awareness of who school psychologists are and how their skills can also benefit the community.

In summary, the application of the current study findings has significant implications for both school psychology graduate and professional training. It is proposed that through expanded graduate education and applied experience in supporting juvenile justice-involved youth, students at risk for, or with justice involvement, will be more effectively supported, resulting in decreased rates of school-based referrals to juvenile court and decreased rates of recidivism. Primary implications for school psychology practice require school psychologists to facilitate a collaborative, multidisciplinary school reintegration program for justice-involved youths, and school psychologists must evolve from allyship to accomplice in order to generate the energy needed to spark transformative social justice change.

Conclusion of Implications for School Psychology

Graduate Training and Service Delivery

There is a virtually unanimous agreement among study participants that it is a part of the role and responsibility of school psychologists (school psychologists) to support juvenile justice-involved youth. More specifically, to help vulnerable youth through advocating for and implementing equitable and effective prevention and intervention, particularly through the complex process of school reintegration. While study results overwhelmingly demonstrate that school psychologists-in-training and practicing school psychologists are strongly interested in serving this unique subpopulation of youth,

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results suggest that they do not feel prepared to do so. school psychologists are poised to apply their exceptionally fitting skills to bettering outcomes for justice-involved youth through indirect and direct efforts to improve successful school reintegration at the individual, organizational, and systems level.

At present, there are no known studies that have been conducted that explore the perceptions of school psychologists-in-training and practicing school psychologists on matters related to their role, preparedness, experience, competence, and interest in supporting justice-involved youth in the school reentry process. Therefore, the current study survey was developed and distributed to better understand the current climate of school psychology related to supporting justice-involved youth. Results of the current study are meant to help inform the next best steps to improving the reintegration experience for justice-involved youth.

Survey results suggest that school psychologists-in-training and practicing school psychologists do not feel that their graduate training has prepared them to support this subpopulation of students. Yet, they also report strong interest and desire to receive such training. Similarly, results suggest that school psychologists do not feel competent in providing effective services to juvenile justice-involved. Although the generalizability of study results must be established through further research, the current study has demonstrated strong and clear support for promising next steps in school psychology to improve equitable and effective educational and psychological services for *all* students. Specifically, the current study results have enhanced our understanding of why school psychologists are not currently engaging in supporting this subpopulation of students and

results largely point us in the direction of opportunities for growth in school psychology graduate training.

While there is innovative and essential work already being done by many in the field of school psychology, it is becoming increasingly clear that our steps as a field are much too small to meet the rapidly growing and complex needs of children and youth-at-risk for or who have already made contact with the juvenile justice system. We must take more considerable strides in our effort to dismantle siloed systems of support and instead unite these systems to effectively serve *all* students, particularly our most vulnerable children and youth. Therefore, in the hopes of reaching the most impactful change agents urgently and effectively, a promising area to direct our attention to as a field is within school psychology graduate and professional-level training.

Conclusion

This dissertation is comprised of two intertwined manuscripts, both of which strive to pave the path forward in school psychology graduate education to prepare school psychologists to provide effective services to and to facilitate successful school reintegration to support youth with juvenile justice involvement more efficaciously. The first manuscript of this dissertation focuses on precipitating and protective factors to juvenile justice involvement and proposes the School Psychologists in School Reintegration or the SPSR model, a novel and contemporary conceptualization for school psychological service delivery to support justice-involved youth in school reintegration. The second manuscript explores explanations for the seemingly low presence of school psychologists in supporting juvenile justice-involved youth and defends the necessity for expanded school psychology curricula that is inclusive of truly supporting this subpopulation of youth.

The National Association of School Psychologists (NASP) released a contemporary version of the NASP Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model (NASP, 2020) that highlights professional standards and best practices of school psychologists. The NASP Practice Model (2020) maintains that school psychologists have a responsibility to

contribute to cultivating and maintaining a safe, equitable, and high-quality educational environment to support the academic and social-emotional wellness of *all* students.

While the NASP Practice Model (2020) is the gold standard for school psychology practice, the application of these standards may not be as seamless. While the NASP Practice Model (2020) endorses an inclusive student support initiative, students with juvenile justice involvement remain members of an underserved subpopulation of youth (Scott et al., 2019). A review of the literature suggests evidence of a discrepancy between the responsibilities school psychologists are expected to uphold and what they are currently prepared to demonstrate in practice (Gleason, 2021$_a$). This discrepancy underscores a deficiency in applicable school psychological standards and best practices that.

School psychologists are experts in the education system and familiar with the systems it operates within (NASP, 2020). Within this context, school psychologists employ their unique understanding of child and adolescent development, social-emotional wellness, and diverse learners, to identify, implement, and advocate for appropriate and adequate evidence-based prevention and intervention efforts (NASP, 2020). School psychologists are also characteristically primed to utilize their knowledge and skills in consultation and collaboration to nurture family-school and school-community partnerships to reinforce student success (Castillo et al., 2014; NASP, 2020). The scope and rigor of graduate and professional training provided to school psychologists should be reflected in the range and quality of the services they provide (Gleason, 2021$_a$). While school psychologists are qualified to support students across a

wide array of professional practice domains, their role appears to be limited in meeting the unique needs of juvenile justice-involved youth (Gleason, 2021$_a$). Therefore, school psychologists may be omitting an opportunity to support and advocate on behalf of students at risk for or with juvenile justice involvement, principally through prevention and intervention efforts targeted at improving successful school reintegration and overall positive life outcomes for this subpopulation of students.

A systematic review of school psychology graduate program curricula illuminated a startling lack of content focusing on students with juvenile justice involvement, which was the catalyst for the development of the exploratory population research survey, Perceptions of a School Psychologist's Role in Supporting Juvenile Justice-Involved Youth. This survey was created and delivered school psychology graduate students and practicing school psychologists located across the United States with the goal of better understanding participants' perceived preparedness, experience, competence, and interest in supporting justice-involved youth. Results of this survey were used to provide evidence that supports the call for expanded school psychology graduate training.

Overall, it was hypothesized that the current study would demonstrate that school psychology graduate students and practicing school psychologists would report believing it is a part of their role to support juvenile justice-involved youth in the school reintegration process, and that they would also express interest in doing so (Gleason, 2021$_b$). It was also hypothesized that participants would report that they do not feel their graduate training in school psychology has prepared them to support this subpopulation

of students, leading to decreased reports of competence and experience in working with justice-involved youth (Gleason, 2021b).

The current study findings are commensurate with the current study's hypotheses (Gleason, 2021b). Moreover, statistically significant findings of chi-square goodness of fit tests strongly suggest that according to school psychology graduate students and practicing school psychologists, supporting juvenile justice-involved youth in school reintegration is a part of their role; school psychology graduate programs may be failing to prepare the majority of their graduates to effectively support justice-involved youth; school psychologists seemingly have little experience in supporting justice-involved youth; school psychologists appear to be experiencing low levels of competence related to providing services to justice-involved youth; the majority of school psychology graduate students and practitioners are interested in receiving training to support justice-involved youth, and lastly; the majority of school psychology graduate students and practitioners believe a school psychological model of school reintegration is a necessity (Gleason, 2021b).

In conclusion, the first manuscript, Unlocking Untapped Potential in School Psychological Service Delivery to Support Juvenile Justice-Involved Youth (Gleason, 2021a) and the second manuscript, Reimagining School Psychology Training: A Survey of Current and Future Practice in Supporting Justice-Involved Youth (Gleason, 2021b), seek to motivate transformative social justice change through expanding curricula content and opportunities for applied experience in school psychology graduate training programs to ensure school psychologists' preparedness and competency in supporting *all* students,

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with specific emphasis on training deficiencies that impact one of our most vulnerable student groups – juvenile justice-involved youth.

Collectively, the field of school psychology has the ability, and the moral and ethical responsibility, to develop a more robust understanding of the factors and systems that contribute to delinquency and justice involvement and to leverage this awareness to advocate for, design, and implement efficacious and culturally responsive school psychological service delivery that supports successful school reintegration and an overall more positive life trajectory.

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Appendices

Appendix A

Recruitment Flyer

Morgridge College of Education
Child, Family, and School Psychology Program is Conducting a Research Study
Examining:

**School Psychologist's Perceptions of Their Role in
Supporting Juvenile Justice-Involved Youth**

If you are a practicing **school psychologist** or **school psychology graduate student**, you may qualify to participate in a study that investigates the perceptions of practicing school psychologists and school psychology graduate students in
supporting juvenile justice-involved youth.

The purpose of this study seeks to inform future graduate training for school psychologists that is inclusive of supporting juvenile justice-involved youth, with the ultimate goal of developing and improving best practices for providing services and supports to juvenile justice-involved youth. Eligible participants will take an online survey that should take no longer than 20 minutes. This study has been approved by the University of Denver Institutional Review Board.

Four $20 gift cards will be raffled off for all participants who complete the survey.

Appendix B

Recruitment Email

Subject: Request to participate in a survey examining perceptions of supporting juvenile justice-involved youth!

Dear School Psychologist or School Psychology Graduate Student,

My name is Erica Gleason, and I am a Doctoral student in the Child, Family, and School Psychology PhD program at the University of Denver. As part of my dissertation, I am conducting a survey that investigates the perceptions of practicing school psychologists and school psychology graduate students in supporting juvenile justice-involved youth. Participant responses will help to demonstrate the self-reported competencies, experiences, training, and interest that have in providing services to justice-involved youth.

I obtained your contact information from a LISTSERV or from a colleague that thought this survey would be appropriate for you because of your school psychology background.

If you choose to participate in this survey study, you will take part in an online self-survey that should take you no longer than 20 minutes to complete. This survey will collect data on your experiences related to supporting juvenile justice involved youth and some demographic information. This study has been approved by the University of Denver Institutional Review Board. You can access the survey here by following this link: https://udenver.qualtrics.com/jfe/form/SV_77cFowFrEbc8DrL

After completing the survey, you will be asked if you would like to be entered into a raffle to win one of four $20 Amazon gift cards. If you have any questions or concerns regarding your participation in this study, please email me at erica.gleason@du.edu. You may also contact my dissertation chair, Dr. Tara C. Raines, at tara.raines@du.edu.

Thank you for your time and support!

Sincerely,

Erica L. Gleason, M.A.
Doctoral Student

Tara C. Raines, Ph.D., NCSP

Faculty Sponsor

Child, Family, & School Psychology
Morgridge College of Education
University of Denver

Implied Consent Form

Implied Consent

IRBNet # 1633322-1

Dear Participants:
My name is Erica Gleason, and I am a Doctoral student in the Child, Family, and School Psychology PhD program at the University of Denver. As part of my dissertation, I am conducting a survey that investigates the perceptions of practicing school psychologists and school psychology graduate students in supporting juvenile justice-involved youth. Participant responses will help to demonstrate the self-reported competencies, experiences, training, and interest that school psychologists have in providing services to justice-involved youth. If you are a practicing school psychologist or school psychologist-in-training, I would greatly appreciate your participation in this survey. This form will provide you with information about this research project. Please read the information in this form and do not hesitate to contact me with any questions you have about the project before choosing to participate.

What is the purpose? The purpose of this study seeks to inform future graduate training for school psychologists that is inclusive of supporting juvenile justice-involved youth, with the ultimate goal of developing and improving best practices for providing services and supports to juvenile justice-involved youth.

What you will be asked to do? You will be asked to complete an online self-survey that will collect data on their perceived competencies, experiences, training, and interest in supporting juvenile justice involved youth and demographic variables of interest. The survey will take approximately 20 minutes. If you choose, at the end of the survey you will have the opportunity to provide your email address to be entered into a raffle for one of four $20 Amazon gift cards. Your email address will *only* be used for the purpose of the raffle. If you choose to enter, the raffle will take place immediately after the survey goes inactive, which is approximately two months from now. Winners will then be sent their electronic gift card.

Risks and benefits: There are no anticipated risks to you if you participate in this study, beyond those encountered in everyday life. Although participating in this project may not directly help you, it may benefit professional school psychologists and school psychology graduate students in the future. By participating in this project, you are helping to identify school psychology competencies, experiences, training, and interest in providing services to justice-involved youth that may affect training and service delivery.

Taking part is voluntary: This survey has been approved by the Institutional Review Board (IRB) at the University of Denver. Taking part in this study is completely voluntary. If you choose to participate in this survey study, you can withdraw at any time without consequences of any kind.

Your answers will be confidential: The data gathered from this study will be used for research purposes only. The data will be kept in a firewall protected file and only restricted personnel will have access to view the information. Any report of this research that is made available to the public will not include your name or any other personal information by which you could be identified.

If you have questions or want a copy or summary of the study results: Please contact me at erica.gleason@du.edu. You may also contact my dissertation chair, Dr. Tara C. Raines, at tara.raines@du.edu. Questions related to the IRB process at the University of Denver can be directed to University of Denver IRB at 303-871-2121.

Thank you for your time and support.

Sincerely,

Erica L. Gleason, M.A.
Doctoral Student

Tara C. Raines, Ph.D., NCSP
Faculty Sponsor

Child, Family, & School Psychology
Morgridge College of Education
University of Denver

Study Survey

Perceptions of a School psychologist's Role in Supporting Juvenile Justice-Involved

Youth Implied Consent

Dear Participants:
My name is Erica Gleason, and I am a Doctoral student in the Child, Family, and School Psychology PhD program at the University of Denver. As part of my dissertation, I am conducting a survey that investigates the perceptions of practicing school psychologists and school psychology graduate students in supporting juvenile justice-involved youth. Participant responses will help to demonstrate the self-reported competencies, experiences, training, and interest that school psychologists have in providing services to justice-involved youth. If you are a practicing school psychologists or school psychologists-in-training, I would greatly appreciate your participation in this survey. This form will provide you with information about this research project. Please read the information in this form and do not hesitate to contact me with any questions you have about the project before choosing to participate.

What is the purpose? The purpose of this study seeks to inform future graduate training for school psychologists that is inclusive of supporting juvenile justice-involved youth, with the ultimate goal of developing and improving best practices for providing services and supports to juvenile justice-involved youth.

What you will be asked to do? You will be asked to complete an online self-survey that will collect data on their perceived competencies, experiences, training, and interest in supporting juvenile justice involved youth and demographic variables of interest. The survey will take approximately 15 minutes. If you choose, at the end of the survey you will have the opportunity to provide your email address to be entered into a raffle for one of four $20 Amazon gift cards. Your email address will *only* be used for the purpose of the raffle. If you choose to enter, the raffle will take place immediately after the survey goes inactive, which is approximately two months from now. Winners will then be sent their electronic gift card.

Risks and benefits: There are no anticipated risks to you if you participate in this study, beyond those encountered in everyday life. Although participating in this project may not directly help you, it may benefit professional school psychologists and school psychology graduate students in the future. By participating in this project, you are helping to identify school psychology competencies, experiences, training, and interest in providing services to justice-involved youth that may affect training and service delivery.

Taking part is voluntary: This survey has been approved by the Institutional Review Board (IRB) at the University of Denver. Taking part in this study is completely voluntary. If you choose to participate in this survey study, you can withdraw at any time without consequences of any kind.

Your answers will be confidential: The data gathered from this study will be used for research purposes only. The data will be kept in a firewall protected file and only personnel will have access to view the information. Any report of this research that is made available to the public will not include your name or any other personal information by which you could be identified.

If you have questions or want a copy or summary of the study results: Please contact me at erica.gleason@du.edu. You may also contact my dissertation chair, Dr. Tara C. Raines,
at tara.raines@du.edu. Questions related to the IRB process at the University of Denver can be directed to University of Denver IRB at 303-871-2121.

Thank you for your time and support. Sincerely,

Erica L. Gleason, M.A.
Doctoral Student

Tara C. Raines, Ph.D., NCSP
Faculty Sponsor

Child, Family, & School Psychology
Morgridge College of Education University of Denver

By responding below, I confirm that I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement, and possible risks and inconveniences have been explained to my satisfaction. I understand that I can discontinue participation at any time. My consent also indicates that I am at least 18 years of age. [Please feel free to print a copy of this consent form.]

  a. I agree to participate (start survey)
  b. I decline to participate (exit survey)

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Start Survey

</div>

Q1. What is your current role?

a. Graduate student in a NASP approved program
b. Graduate student in a non-NASP approved program
c. School psychology practitioner with NCSP
d. School psychology practitioner without NCSP

Skip logic: If yes to response a or b, participant is directed to Q2. If yes to response c or d, participant is directed to Q3.

Q2. The degree that I am pursuing in my graduate program is…
a. Master of Arts (MA)
b. Education Specialist (EdS)
c. Doctor of Philosophy (PhD)
d. Doctor of Psychology (PsyD)

Skip logic: If yes to response c or d, participant is directed to Q4.

Q3. The highest degree that I hold is…
a. Master of Arts (MA)
b. Education Specialist (EdS)
c. Doctor of Philosophy (PhD)
d. Doctor of Psychology (PsyD)

Skip logic: If participant responds to Q3, participant is directed to Q5.

Q4. Is your program approved by the American Psychological Association (APA)?
a. Yes
b. No

Q5. Was your program approved by the American Psychological Association (APA)?
a. Yes
b. No

Q6. The gender that I identify as is…
a. Male
b. Female
c. Gender Diverse, Other (text entry box)

Q7. Please select your age range.
a. 18-24
b. 25-34
c. 35-44
d. 45-54
e. 55 and older

Q8. What is your race? Please mark one or more boxes.
   a. White
   b. Black or African American
   c. American Indian or Alaska Native
   d. Chinese
   e. Filipino
   f. Asian Indian
   g. Vietnamese
   h. Korean
   i. Japanese
   j. Other Asian Native Hawaiian
   k. Samoan
   l. Chamorro
   m. Other Pacific Islander
   n. Some other race (text entry box)

Q9. Are you of Hispanic, Latinx, or Spanish origin?
   a. No, not of Hispanic, Latinx, or Spanish origin
   b. Yes, Mexican, Mexican American, Chicanx
   c. Yes, Puerto Rican
   d. Yes, Cuban
   e. Yes, another Hispanic, Latinx, or Spanish origin (text entry box)

Q10. Please select the region where your graduate institution or your practice is located.
   a. **Northeast** (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania)

   b. **Midwest** (Ohio, Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas)

   c. **West** (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, California, Oregon, Washington, Alaska, and Hawaii)

   d. **South** (Delaware, Maryland, Virginia, West Virginia, Kentucky, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi, Arkansas, Louisiana, Texas, Oklahoma, and Washington, DC)

Q11. I believe the role of school psychologists includes supporting juvenile justice-involved youth.
   a. Yes
   b. No

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Q12. My graduate training has prepared me to support juvenile justice-involved youth.
    a. Strongly agree
    b. Agree
    c. Neither agree nor disagree
    d. Disagree
    e. Strongly disagree

Q13. During my program of study my graduate program has/had a course in supporting juvenile justice-involved youth.
    a. Yes
    b. No

Skip logic: If yes, participant is directed to Q13. If no, participant is directed to Q14.

Q14. I took the course offered by my program in supporting juvenile justice-involved youth.
    a. Yes
    b. No

Q15. I am interested in providing school psychology services to juvenile justice-involved youth.
    a. Strongly agree
    b. Agree
    c. Neither agree nor disagree
    d. Disagree
    e. Strongly disagree

Q16. I have experience in providing school psychology services to juvenile justice-involved youth.
    a. Strongly agree
    b. Agree
    c. Neither agree nor disagree
    d. Disagree
    e. Strongly disagree

Skip logic: If yes to responses a, b, or c, the participant is directed to Q16. If yes to responses d or e, the participant is directed to Q17.

Q17. Please rate how much experience you have in providing school psychology services to juvenile justice youth in the following areas. (This question is formatted to allow participants to select how much experience they have in each response category by using a 5-option rating scale ranging from "A great deal" to "None at all".)
    a. Academics

b. School Reintegration
c. Mental Health and Social-Emotional Functioning
d. Substance Use
e. Family-School Partnership

Q18. I feel competent in providing school psychology services to juvenile justice-involved youth.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

Skip logic: If yes to responses a, b, or c, participant is directed to Q18. If yes to responses d or e, participant is directed to Q19.

Q19. Please rate how competent you feel providing school psychology services to juvenile justice-involved youth in the following areas. (This question is formatted to allow participants to select how competent they feel in each response category by using a 5-option rating scale ranging from "Extremely competent" to "Extremely incompetent".)
   a. Academics
   b. School Reintegration
   c. Mental Health and Social-Emotional Functioning
   d. Substance Use
   e. Family-School Partnership

Q20. Do you think school psychologists need a model with steps for supporting school reintegration for juvenile justice-involved youth?
   a. Yes
   b. No

Q21. If a model of school reintegration for juvenile justice-involved youth was created specifically to be used by school psychologists, I would be interested in using it.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

Q22. If a model of school reintegration for juvenile justice-involved youth was created specifically to be used by school psychologists, what do you think the model should include? Select all that apply.
   a. Academics

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b. School Reintegration
c. Mental Health and Social-Emotional Functioning
d. Substance Use
e. Family-School Partnership
f. Other topics (text entry box)

Q23. Are you interested in receiving additional training in supporting juvenile justice-involved youth?
a. Yes
b. No

Skip logic: If yes, participant is directed to Q23. If no, participant is directed to Q25.

Q24. If you are interested in receiving training on supporting juvenile justice-involved youth, how would you like to receive that training? Please select all that apply.
a. Special topics course
b. Webinar for continuing education credit (CE)
c. Conference workshops and sessions (NASP, state organizations, etc.)
d. School-based professional development
e. Other (text entry box)

Q25. If you are interested in receiving training on supporting juvenile justice-involved youth, what would you like to see included in that training? Please select all that apply.

a. Providing academic support
b. A model with steps for school reintegration
c. Providing mental health and social-emotional support
d. Substance use treatment
e. Fostering and maintaining family-school partnerships
f. Please include any other areas of training you would like to see included (text entry box)

Q26. What additional thoughts, questions, or concerns do you have related to school psychology and supporting juvenile justice-involved youth that you think are important to address? (Participant will have a free response textbox to document their response.)

Q27. Would you like to be entered into a raffle to win one of four $20 Amazon gift cards? If so, please choose yes and enter your email address in the next question. If not, select no and you will be taken to the end of the survey. Thank you!
a. Yes

    b. No

Skip logic: If yes, participant will be directed to a new page using branch logic. If no, participants will be directed to the end of the survey.

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New Page

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Would you like to be entered into a raffle to win one of four $20 Amazon gift cards? If so, please enter your email address in the space below? Your email address will *only* be used for the purpose of this raffle. (Text entry box)

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Survey End

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We thank you for your time spent taking this survey. Your response has been recorded.

Code Book for Perceptions of a School Psychologist's Role

in Supporting Juvenile Justice-Involved Youth Survey Items

	Item	Code
Demographics	What is your current role? [Q1]	sp.role
	The degree that I am pursuing in my graduate program is… [Q2]	sp.current.degree
	The highest degree that I hold is… [Q3]	sp.highest.degree
	Is your program approved by the American Psychological Association (APA)? [Q4]	apa.current
	Was your program approved by the American Psychological Association (APA)? [Q5]	apa.past
	The gender that I identify as is… [Q6]	gender
	Other gender **Text Entry Box** [Q6a]	other.gender
	Please select your age range. [Q7]	age.range
	What is your race? Please mark one or more boxes. [Q8]	race
	Other Race. [Q8a] **Text Entry Box**	other.race
	Are you of Hispanic, Latinx, or Spanish origin? [9]	hispanic.origin
	Yes, Other. [Q9a] **Text Entry Box**	other.origin
	Please select the region where your graduate institution or your practice is located. [Q10]	sp.region
SP Role	I believe the role of school psychologists includes supporting juvenile justice-involved youth. [Q11] **Single Item**	sp.support
Training	My graduate training has prepared me to support juvenile justice-involved youth. [Q12]	prepared.training
	During my program of study my graduate program has/had a course in supporting juvenile justice-involved youth. [Q13]	program.course

	I took the course offered by my program in supporting juvenile justice-involved youth. [Q14]	took.course
Experience	I have experience in providing school psychology services to juvenile justice-involved youth. [Q16]	sp.experience
	Please rate how much experience you have in providing school psychology services to juvenile justice youth in the following areas. (This question is formatted to allow participants to select how much experience they have in each response category by using a 5-option rating scale ranging from "A great deal" to "None at all." – Academics, School Reintegration, Mental Health and Social-Emotional Functioning, Substance Use, Family-School Partnership) [broken down below]	**broken up by categories**
	How much experience: Academic [Q17a]	academic.experience
	How much experience: School Reintegration [Q17b]	reintegration.experience
	How much experience: Mental Health & Social-Emotional Functioning [Q17c]	mh.experience
	How much experience: Substance Use [Q17d]	sud.experience
	How much experience: Family-School Partnership [Q17e]	family.experience
Competency	I feel competent in providing school psychology services to juvenile justice-involved youth. [Q18]	sp.competent
	Please rate how competent you feel providing school psychology services to juvenile justice-involved youth in the following areas. (This question is formatted to allow participants to select how much experience they have in each response category by using a 5-option rating scale ranging from "Extremely competent" to "Extremely	**broken up by categories**

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	incompetent." – Academics, School Reintegration, Mental Health and Social-Emotional Functioning, Substance Use, Family-School Partnership) [broken down below]	
	Areas of competence: Academic [Q19a]	academic.competence
	Areas of competence: School Reintegration [Q19b]	reintegration.comptence
	Areas of competence: Mental Health & Social-Emotional Functioning [Q19c]	mh.competence
	Areas of competence: Substance Use [Q19d]	sud.competence
	Areas of competence: Family-School Partnership [Q19e]	family.competence
Interest In Training	Are you interested in receiving additional training in supporting juvenile justice-involved youth? [Q23]	addt.training.interest
	If you are interested in receiving training on supporting juvenile justice-involved youth, how would you like to receive that training? Please select all that apply. [Q24]	method.addt.training
	Other. [Q24a] **Text Entry Box**	other.method.training
	If you are interested in receiving training on supporting juvenile justice-involved youth, what would you like to see included in that training? Please select all that apply. [Q25]	include.training
	Please include any other areas of training you would like to see included [Q25a] **Text Entry Box**	other.training
	Do you think school psychologists need a model with steps for supporting school reintegration for juvenile justice-involved youth? [Q20]	need.jj.model
	If a model of school reintegration for juvenile justice-involved youth was created specifically to be used by	use.jj.model

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	school psychologists, I would be interested in using it. [Q21]	
Interest In Practice	If a model of school reintegration for juvenile justice-involved youth was created specifically to be used by school psychologists, what do you think the model should include? Select all that apply. [Q22]	sp.model.categories
	Include in model: Academics [Q22a]	academics.model
	Include in model: School Reintegration [Q22b]	reintegration.model
	Include in model: Mental Health and Social-Emotional Functioning [Q22c]	mh.model
	Include in model: Substance Use [Q22d]	sud.model
	Include in model: Family-School Partnership [Q22e]	family.model
	Other topic **Text Entry Box** [Q22f]	other.model
	I am interested in providing school psychology services to juvenile justice-involved youth. [Q15]	sp.interest.jj
QUALITATIVE QUESTION	What additional thoughts, questions, or concerns do you have related to school psychology and supporting juvenile justice-involved youth that you think are important to address? (Participant will have a free response textbox to document their response.) [Q26] **Thematic Coding**	