

# **YOUTH WITH JUVENILE JUSTICE CONTACT: SPECIAL CONSIDERATIONS IN MEASUREMENT**

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Child, Family, & School Psychology



THANK YOU TO MY COMMITTEE,

Dr. Tara Raines

Dr. Gloria Miller

Dr. Denis Dumas

# AGENDA

Intro

Manuscript  
One

Manuscript  
Two



**“DON'T LET THE  
SYSTEMS OFF  
THE HOOK”**

**- Deray McKesson**

# BUILDING THE CASE FOR SPECIAL ASSESSMENT CONSIDERATIONS FOR YOUTH INVOLVED IN THE JUVENILE JUSTICE SYSTEM

Manuscript one

# SCHOOL PATHWAYS TO THE JUVENILE JUSTICE SYSTEM



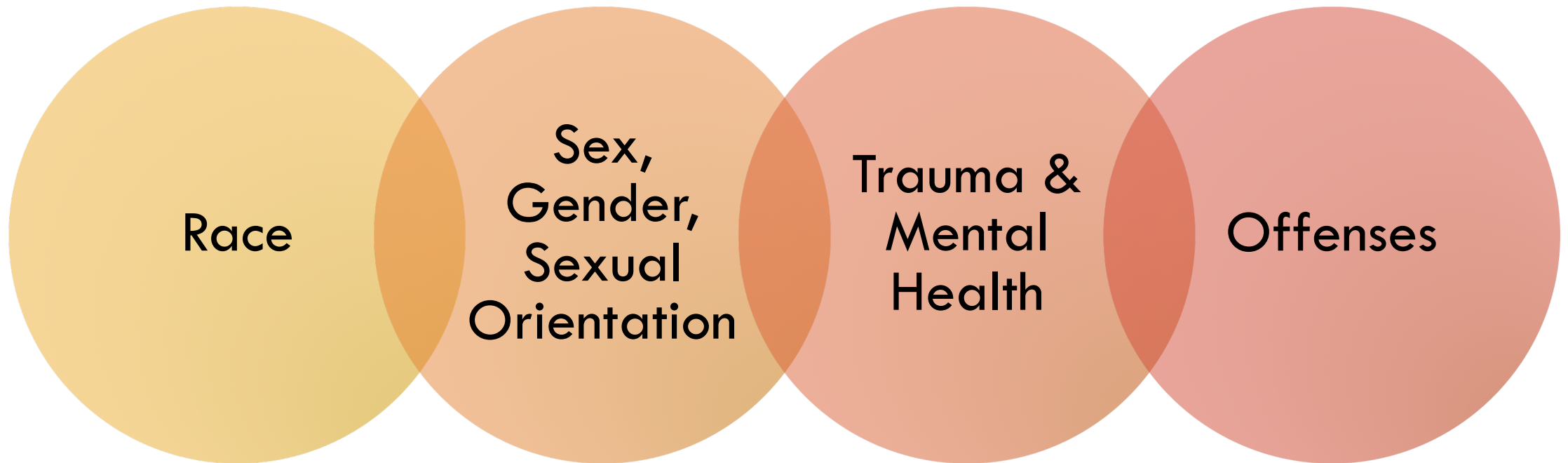
## ~~SCHOOL TO PRISON PIPELINE~~



# UNDERSTANDING THESE YOUTH

<b>YOUTH</b>		<b>ADULTS</b>
<b>BOYS</b>	<b>&gt;</b>	<b>GIRLS</b>
<b>PEOPLE OF COLOR</b>		<b>WHITE PEOPLE</b>
<b>SHOW “DISRESPECT”</b>		<b>SHOW “RESPECT”</b>

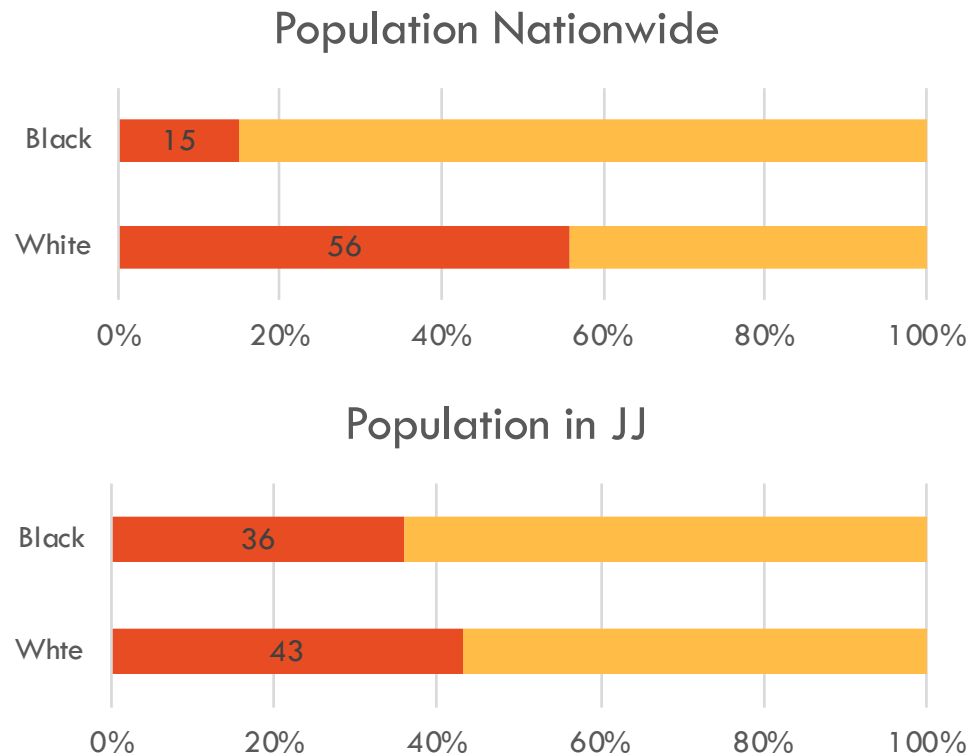
# UNDERSTANDING THESE YOUTH



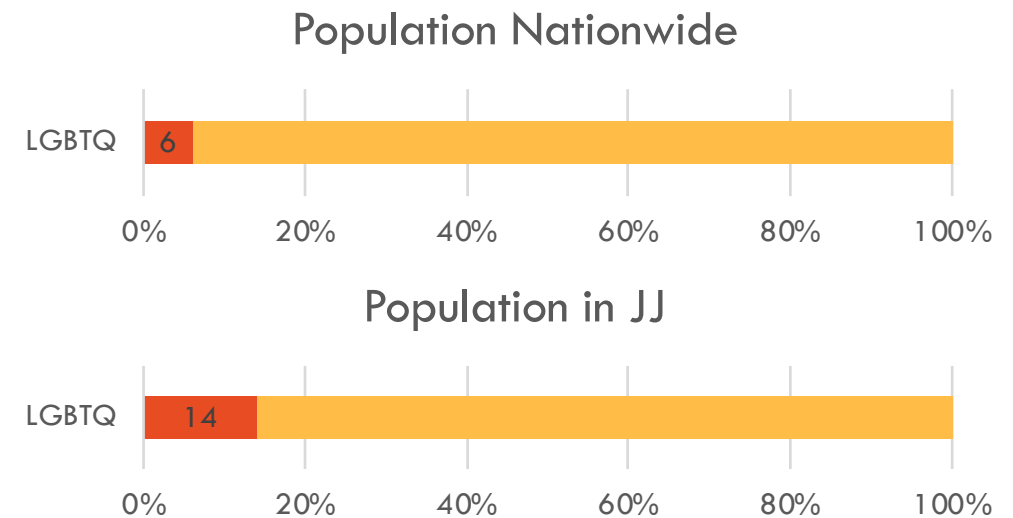
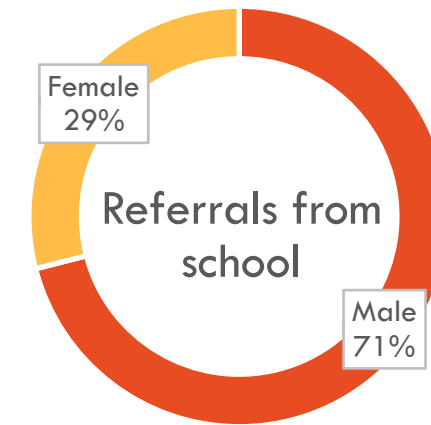


# Race

Youth of color hold disproportionate representation in school-based and community-based discipline



# Sex, Gender, & Sexual Orientation



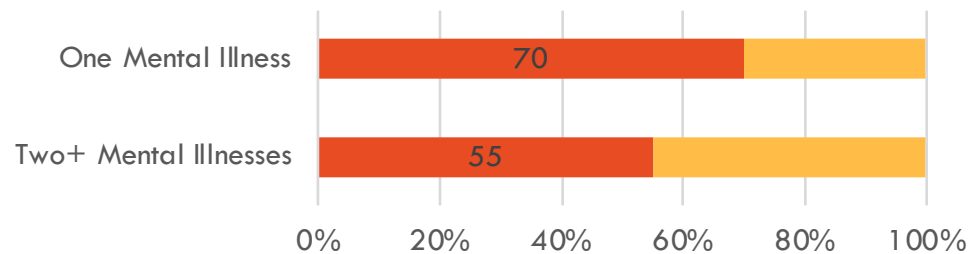
# Trauma & Mental Health

Trauma: 25-68% in schools, >90% in juvenile justice settings

1 in 5 (20%) school-aged youth qualifies for a mental health diagnosis



Mental Illness Prevalence in JJ



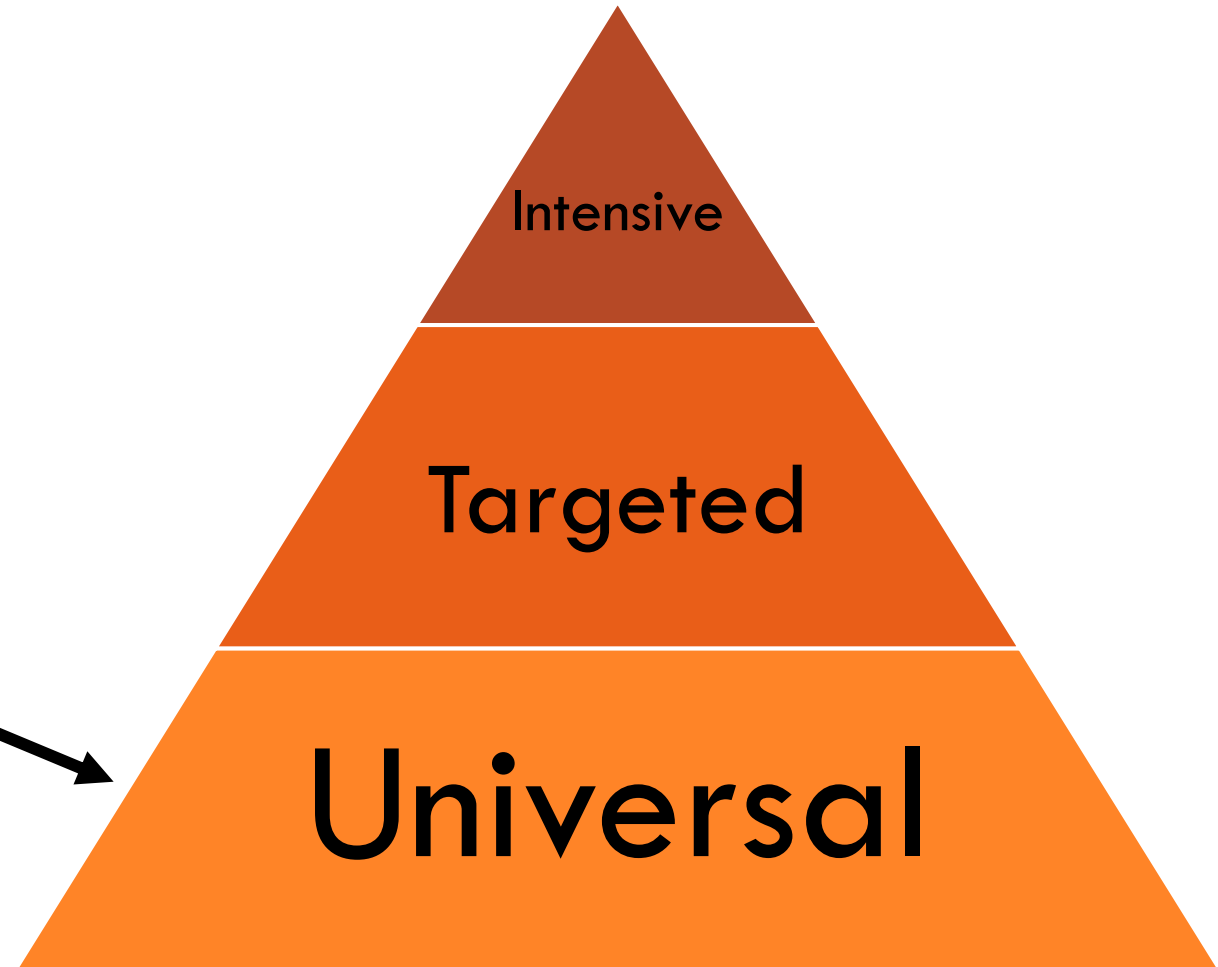
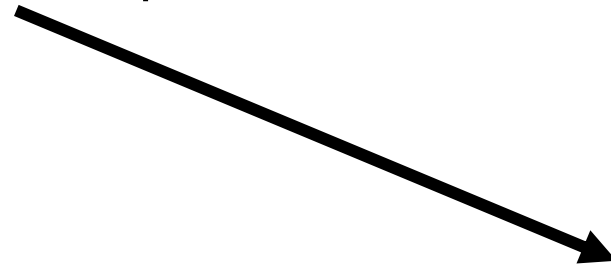
# Offenses

In 2016, youth were arrested 856,130 times



# SCHOOL PATHWAYS TO JUVENILE JUSTICE

- White-centric curriculum
- Special education disproportionality
- School discipline
  - Exclusionary consequences
- Universal assessment practices





# CALL TO RESEARCH & JOURNALS

- Unique set of circumstances & needs
- Psychology in the Schools
  - Accept theoretical papers with implications for practitioners in schools.
- Journal of Applied School Psychology (JASP)
  - Accept theoretical papers concerning groups of students with relevance to practicing school psychologists.

# SCREENING FOR JUVENILE RISK: USING FACTOR ANALYSIS TO DETERMINE MEASUREMENT INVARIANCE FOR SPECIAL POPULATIONS

Manuscript Two

# PREVENTION-ORIENTED SERVICES

## Universal Screening

- Capture truthful & truncated snapshot
- Resource-efficient
- Best practices = universal administration
- Selection of screening tools that are applicable to variable student population

## Juvenile Assessment Centers

- Community-based
- Integrated screening and service-delivery to youth and families involved with the juvenile justice system
- Diversion option

# MEASUREMENT INVARIANCE

- Examination of a tool's usefulness & appropriateness for specific populations
- Ensure that items are comparable across distinct groups
- School psychologists attempt to measure constructs that unobservable
  - Latent factors (e.g., risk)
- Factor analysis

# CURRENT STUDY: RESEARCH QUESTIONS

1. To what extent is the factor structure different across the sample (justice-involved youth) and the norm group (generalized population)?
2. To what extent is the BASC-3 BESS an appropriate tool to use for risk identification for youth who are justice-involved?
3. To what extent is the BASC-3 BESS sensitive to criminal propensity, and therefore should it be used as a criminal risk identifier in schools?



# BASC-3 BESS

## Reported scores

BERI	IRI	SRI	PRI
Overall risk score	Internalized behavior risk	Self-regulation risk	Personal adjustment risk
	"I am lonely."	"I have trouble sitting still."	"I am liked by others."

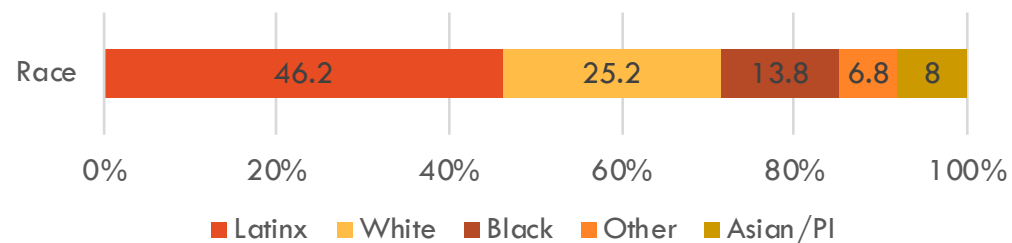
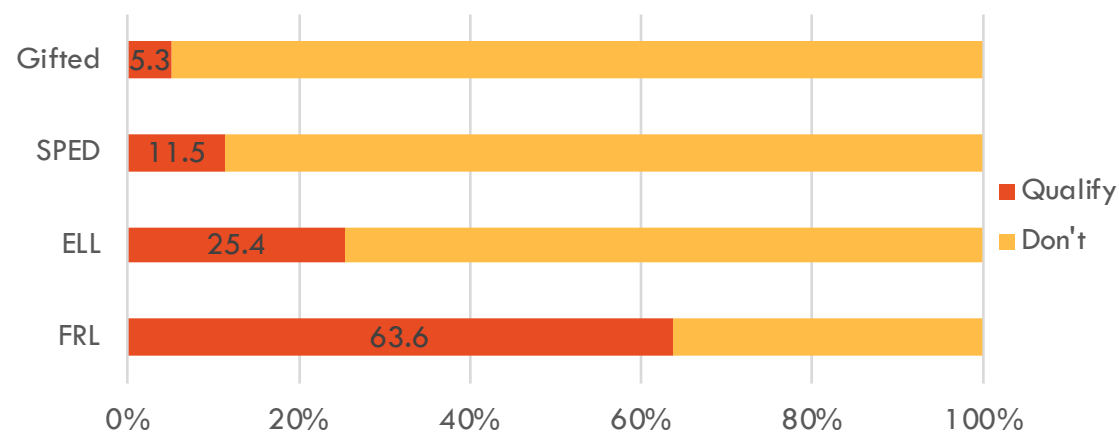
## T-Scores Classification

Normal Risk	< 61
Elevated Risk	61-70
Extremely Elevated Risk	>70

# Clark County, NV

 5<sup>th</sup> largest school district

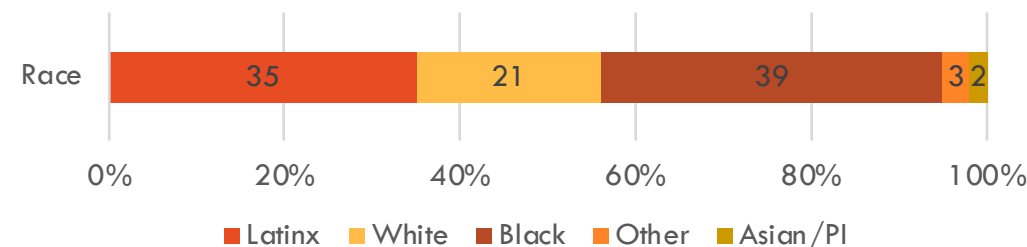
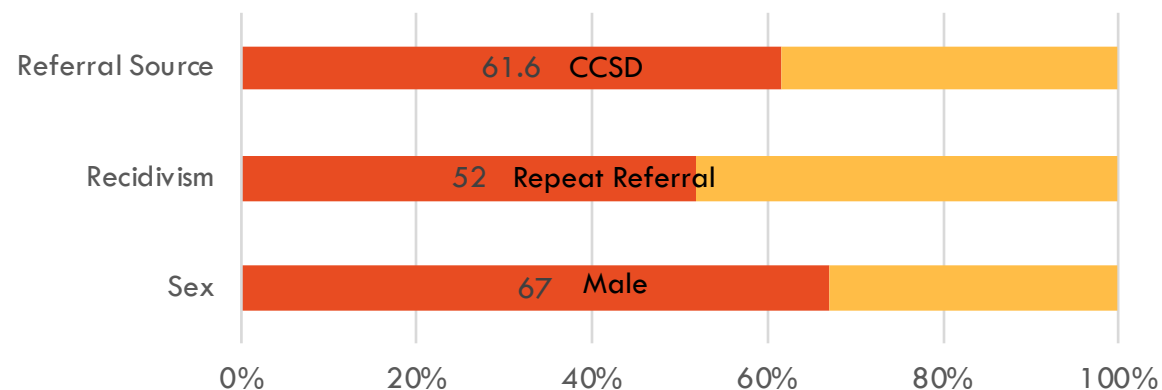
 322,770 students



# DJJS & The Harbor

 The Harbor opened October, 2016

 8,483 youth referred to justice services



# PARTICIPANTS

Population: youth referred to the juvenile justice system

Sample: 280-350 youth between grades 3-12 referred to The Harbor in Las Vegas, NV

Recruitment: by Harbor staff upon entry

Consent & assent: legal guardian & youth agree before data collection

Length: 5-10 minutes to complete BASC-3 BESS

Demographics: age, grade, race, and referral source (if police, citation)

# DATA ANALYSIS

- Three-factor structure – Internalizing Risk Index, Self-Regulation Risk Index, & Personal Adjustment Risk Index
- Observed variable phase
  - Descriptive statistics
  - Correlation matrix of T-scores for each factor (IRI, SRI, PRI)
  - Reliability statistics (Chronbach's alpha)
  - Individual item means, SDs, item-total & item-scale correlations
- Latent variable phase
  - Latent variables considered separate and they covary
  - Mplus to fit the theory to the data using CFA
  - Fit statistics (Chi-square, RMSEA, CFI, TLI, SRMR)

# TIMELINE

Month	Activity
November 13, 2018	Propose to committee
Late November, 2018	Submit to IRB
Early December, 2018	Submit M1 to journal
January-August, 2019	Data collection at The Harbor
January-August, 2019	Ongoing data input/cleaning
September, 2019	Data analysis/writing
Late September, 2019	Submit draft to Dr. Raines
October, 2019	Revisions
Late October, 2019	Oral defense
November, 2019	Submit to OGS Submit M2 to journal

# JOURNALS

- Journal of Applied Psychology
  - Original investigations into applied psychological fields.
- School Psychology Quarterly (SPQ)
  - Studies adding to the field of school psychology.
- School Psychology Review (SPR)
  - Original data contributing to scholarly advances in research and practice.



# QUESTIONS

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