

# Habitual Juvenile Offenders: Guidelines for Schools

119874



Serious Habitual Offender  
Comprehensive Action Program  
(SHOCAP)



Office of Juvenile Justice  
and Delinquency Prevention

119874

**U.S. Department of Justice  
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# Habitual Juvenile Offenders: Guidelines for Schools



SHOCAP stands for Serious Habitual Offender Comprehensive Action Program and is based upon the basic premises and principles of ICAP (Integrated Criminal Apprehension Program). SHOCAP is a comprehensive and cooperative information and case management process for police, prosecutors, schools, probation, corrections, and social and community after-care services.

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## Introduction

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Three years ago the Office of Juvenile Justice and Delinquency Prevention (OJJDP) embarked on an ambitious effort to help jurisdictions identify and appropriately respond to the serious habitual juvenile offender. Two demonstration projects were established, the Serious Habitual Offender/Drug Involved (SHO/DI) Program, located within the law enforcement community, and the Habitual Serious and Violent Juvenile Offender (HSVJO) Program, located within the prosecutor's office. SHOCAP is an extension of the SHO/DI and HSVJO programs.

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“According to recent statistics, juveniles are responsible for about one-third of all serious crime committed each year in the United States. Every year nearly 2,000 juveniles are arrested for murder, 4,000 for rape, and more than 34,000 are arrested for aggravated assault.”

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SHOCAP stands for Serious Habitual Offender Comprehensive Action Program and, like its predecessors, is based upon the basic premises and principles of ICAP (Integrated Criminal Apprehension Program). SHOCAP can increase the quality and relevance of information provided to authorities in the juvenile and criminal justice system to enable them to make more informed decisions on how best to deal with this very small percentage of serious offenders. SHOCAP is a comprehensive and cooperative information and case management process for police, prosecutors, schools, probation, corrections, and social and community after-care services. SHOCAP enables the juvenile and criminal justice system to focus additional attention on juveniles who repeatedly commit serious crimes, with particular attention given to providing relevant and complete case information to result in more informed sentencing dispositions.

These pamphlets are designed to provide the reader with an overview of the conceptual basis for the role of specific agencies in SHOCAP.

Material presented in these pamphlets is an outgrowth of information contained in the SHOCAP publication entitled “Guidelines for Citizen Action and Public Responses.”

Each pamphlet begins with a discussion of problems encountered by the juvenile justice system in dealing with serious habitual juvenile offenders (SHOs) Then attention turns to a specific group of agencies that come in contact with SHOs on a regular basis.

### Nature of the Juvenile Justice System

According to recent statistics, juveniles are responsible for about one-third of all serious crime committed each year in the United States. Every year nearly 2,000 juveniles are arrested for murder, 4,000 for rape, and more than 34,000 for aggravated assault.

## Introduction

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The United States courts operate on what has become known as the two track system of justice. From the moment a juvenile commits a crime, his trek through the justice system differs substantially from that of an adult who may have committed the same crime. The system is designed intentionally to let non-SHO juvenile offenders become "invisible." This is probably acceptable because of the notions that children get into trouble and need a "second chance" to grow up.

Discretion and diversion are two mainstays of the juvenile justice system, and both play into the hands of a juvenile serious habitual offender. A police officer can exercise discretion when a juvenile is stopped on the street. That same juvenile may have been stopped by other officers on other shifts, yet if the officers choose not to write any type of report, then no one else in the system is even aware that any action has taken place. Just as police officers practice discretion, so do prosecutors and court intake workers (whether or not to file, reduce charges, etc.); judges (to accept a plea, to dismiss a charge, etc.); and correctional personnel (choosing type of facility, permitting home visits and furloughs, etc.). Such discretion, however well-intentioned, allows juveniles to fall through the cracks of the system.

Research projects and informal surveys of over 1,500 juvenile officers who attended a nationwide training program sponsored by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, and the Federal Law Enforcement Training Center have confirmed the following breakdown of juvenile justice system transactions: For every 1,000 young persons in contact with police, ten percent or 100 are arrested. Police commonly drop charges or reprimand about 50 percent of these, leaving 50 cases. Of the 50 cases formally presented to the court intake, only about 50 percent or 25 are sent forward. Unless a young offender has been arrested before, or the immediate offense is serious, less than 50 percent or 12 will be referred to the court. Less than 50 percent of the cases presented result in the adjudication or determination of delinquent status. This means that only six accused delinquents will be found guilty and sentenced. Of the six sentenced, five will probably be placed on probation. This leaves only one juvenile out of the 1,000 who will be incarcerated.

Are some of those other 99 who were arrested but not incarcerated serious habitual offenders? Chances are that they were and they were allowed to fall through the cracks. In recent years, members of the juvenile justice community have come to recognize that, when dealing with serious chronic offenders, the safety of the community must be considered. For most juvenile offenders, the point of initial contact with the system is the police department. Thus, SHO/DI was designed as a law enforcement response to serious

## Introduction

juvenile offenders. However, even in the planning stages of the program, the need for cooperation and information-sharing among agencies was recognized. The major goals of the SHO/DI program reflect this need for interagency cooperation. SHOCAP expands this interagency model to include more emphasis on the system as a whole. Sharing information about the juvenile offender takes away his "invisibility" and gives the prosecutor a stronger case. It allows each component of the system to make decisions which are commensurate with the seriousness of the juvenile's behavior and past criminal history. With the SHOCAP program, fewer habitual juvenile offenders fall through the cracks.

A 1982 Rand Corporation report, titled "Varieties of Criminal Behavior," analyzed the results of a series of career criminal studies. One major conclusion of the report was the need to emphasize early juvenile offending patterns as the most important predictor of future behavior. Another conclusion was that official criminal records are too limited to use in accurate prediction. The study recommended that "prosecutors might be able to distinguish between predators and others if they had access to school records and other appropriate information about juvenile activities."

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**"The major goals of the SHO/DI program reflect this need for interagency cooperation. SHOCAP expands this interagency model to include more emphasis on the system as a whole."**

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Thus, while criminal activity peaks between the ages of 16 and 17, most career criminals are not identified until approximately age 22. Figure 1, Conceptual Model: Serious Habitual Criminal Evolution, shown below, identifies the evolutionary phases of the serious habitual offender and the lack of services provided to this population in the critical window of 18 to 22 years of age.

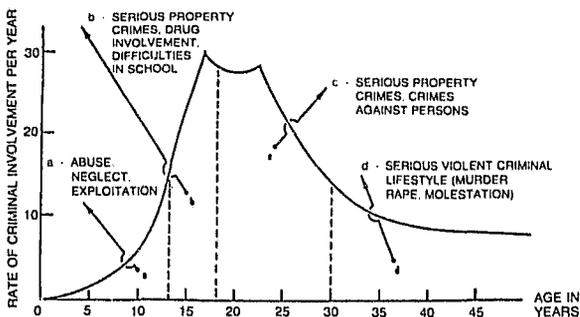


Figure 1. Conceptual Model: Serious Habitual Criminal Evolution

## Introduction

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Beginning around ages eight and nine, the eventual habitual offender is victimized through abuse, neglect, and exploitation. By age 13, he is committing serious property crimes—often to support a drug habit—and is experiencing extreme difficulties in school. Not until age 22 is the former juvenile habitual offender identified as a career criminal —committing serious property crimes and crimes against persons. The career criminal continues this pattern, committing more violent crimes including murder, rape, and molestation.

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**“While criminal activity peaks between the ages of 16 and 17, most career criminals are not identified until approximately age 22.”**

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It is important to remember that although this type of individual represents a very small percentage of the offender population, he is responsible for a large percentage of criminal offenses. And while the types of criminal activity are identified according to age group, this division is for general purposes. Obviously there is activity overlap between age groups.

### Coordinate Interagency Activities and Services for Interagency Cooperation

In most states the components of the juvenile justice system include the police, the prosecutor, the judge, and probation/parole/social services. Many of these agencies and officials have coexisted for years. Most are totally unaware of how other operations work and of the problems and needs of other components of the system. Cooperation and communication between agency representatives are stimulated on a personal basis. The danger inherent in this informal process is that it is personal, and therefore egos and personalities affect the degree of cooperation and communication. What has been a positive working relationship between agencies may abruptly change with a change in personnel or a change in philosophy.

In this era of limited resources, juvenile justice system components can ill afford to work in a vacuum and not cooperate or communicate with each other. The informal or personal basis for interagency cooperation and communication, while essential, needs to be elevated to a formal, organized process. The interagency functional model, depicted in Figure 2, shows the process and activities required for implementing this formal interagency approach which is called SHOCAP. This approach calls for the development of a written interagency agreement between all components of the juvenile justice system to guide and promote interagency commitment to the program.

## Introduction

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Following the development and signing of the interagency agreement, each agency involved in SHOCAP must examine its own internal policies and procedures to make certain they support and are consistent with the guidelines set forth in the interagency agreement. Commonly referred to as "general orders," standard operating procedures (SOPs) or departmental guidelines, this formal documentation will assure continuity and long term commitment from each agency. In addition, the development of policies and procedures which reflect the goals of the interagency agreement will prevent juveniles from falling through the cracks.

The key tools used in the SHOCAP model are rosters and profiles. Rosters identify active serious habitual offenders (SHOs) and are provided to certain police department units and juvenile justice system agencies to aid in system alert. Profiles contain information relevant to the juvenile's offending behavior, including criminal and traffic arrest history, case summaries, descriptive data, modus operandi, police contact information, link analyses depicting criminal associations, drug/alcohol involvement indicators, and pertinent social and school history information (when available). The SHO profiles are provided to police officers, the DA's Office, Juvenile Probation Department, and the Division of Youth Services (detention and commitment).

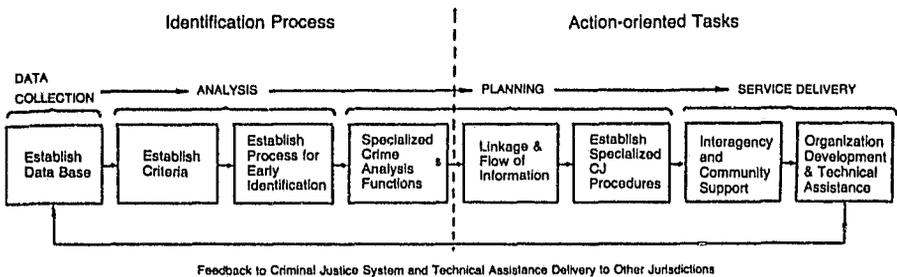


Figure 2. Interagency Functional Model

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"The key tools of SHOCAP are the rosters and profiles. The rosters identify active SHOs and are provided to certain police department units and to juvenile justice system agencies to aid the system alert."

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## Introduction

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The SHOCAP profiles are intended to provide police and principal juvenile justice system agencies with a composite of information pertinent to the juvenile's offending behavior history and contacts with the system. Case filings, plea negotiations, detention recommendations, probation evaluations, dispositions, and placements are all critical decisions requiring immediate access to the behavioral and treatment history of the child. The profiles serve to enhance those decisions.<sup>1</sup>

### Summary

SHOCAP attempts to end the frustration associated with handling serious habitual offenders. Through a well-coordinated, interagency approach, SHOCAP encourages agencies in the juvenile justice system to work together. Through coordination and regular sharing of information, juvenile justice agencies are able to put together more comprehensive case histories for these offenders and, therefore, are able to make more informed decisions and recommendations regarding the use of available resources within the juvenile justice system.

On the following pages you will find information regarding school involvement with SHOCAP. There are several issues for consideration when implementing SHOCAP as well as several important aspects of the interagency model which will enhance your agency's ability to make appropriate decisions regarding the serious habitual offender. Careful planning and consideration of these issues will ensure that the frustration involved in dealing with this population is reduced and that the system responds to this population in a comprehensive, coordinated manner.

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<sup>1</sup>Thomas F. Paine and Drusilla M. Raymond, *Juvenile Serious Habitual Offender, Drug Involved Program (SHO/DI)*, Colorado Springs Police Department (Colorado Springs, CO), July 1986, p. 22.

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## Schools

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Each school district must have a legally acceptable code of conduct and set of disciplinary procedures. The first mandatory school attendance laws were passed at the turn of the century with the last one passed in Mississippi in 1982. Since 1899, state and federal legislative bodies and courts have continued to affirm the rights and responsibility of schools to discipline children and of the police to exercise discretionary authority.

"*Parens Patriae*" has been challenged more by court decisions and perceptions of limitations on the authority of schools and police than by actual laws. Conservative and "avoidance behavior" reactions by schools and police have been influenced by the perception that public policy is against the effective supervision and control of young people by our schools and police.

In recent years, several court decisions have provided guidance to schools in their administration of fair disciplinary rules. For example, in *Goss v. Lopez*, 419 U.S. 565 (1975), clear procedures for suspensions were specified. In *New Jersey v. T.L.O.*, 105 S. Ct. 733 (1985), guidelines for school searches were identified. These and many other court rulings cover a wide range of violations, from administrative and truancy up to the commission of major felonies.

Schools, like the other components of the juvenile justice system, are forced to deal with the serious habitual juvenile offender on a daily basis. While many may think that there is an absence of serious habitual offenders on the school campus, about one-fifth of the serious habitual juvenile offender population from the original SHO/DI program was found to be attending public school on a regular basis.<sup>2</sup>

There are several issues for schools to consider when developing SHOCAP. Careful consideration of these issues will insure success of the program and its processes. These issues for consideration include:

- identify the school assignment of students who have been classified as habitual by local authorities;
- share disciplinary code violations and other pertinent data with the police, crime analysts, or other officials designated as responsible for profiling habitual delinquents;

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<sup>2</sup>Wolfgang Pindur and Donna Wells, *Serious Habitual Offender/Drug Involved Program, Final Report*, July 31, 1986, p.32.

## Schools

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- separate designated habituals by school assignment; and
- establish procedures for notification of principals, teachers, and the public regarding the presence and special needs of the habitual (care must be taken to protect staff and students, while avoiding unfair discrimination against the habitual).

### Identify the School Assignment of Students Who Have Been Classified as Habituals by Local Authorities

Most school systems already have some type of management team which is used to evaluate student performance, place students in alternative educational settings, and develop education plans for students with a demonstrated need.

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Because of the nature of the serious habitual juvenile offender, one strategy which has proven to be useful and successful for schools in dealing with this population is to use this management team (or develop one if none exists) to ensure proper placement of serious habitual offenders in an educational setting using an individualized plan, and developing or providing alternative education programs for this population when appropriate.

This Educational Management Team (EMT) would be charged with:

- (1) Assessing the demonstrated ability or inability of the juvenile to learn. This includes physiological assessments of mental progress, abilities, capabilities, possible handicaps in learning, if any; educational achievements and academic level; and disciplinary problems in school and in extended educational settings (vocational or job training, etc.).
- (2) Working with the Human Services Case Management Teams (CMTs) to understand the possible linkage between human services and an educational plan as well as to assess the anticipated fitness of the SHO for varying educational formats (conventional, special education programs, and alternative educational program placements).

## Schools

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(3) Developing educational plans for SHOs. This includes evaluations completed and information gathered and by whom (psychological evaluation by school psychologist, medical report by physician or neurologist, academic evaluations by counselor or resource teacher); statement of probation requirements (extreme caution must be exercised to separate designated SHOs to avoid possible probation violations); statement of present levels of educational performance; annual program goals; short-term goals; statement of specific educational services (including, for each, date to be initiated, anticipated duration, and review date) covering regular and special classes (part-time or full-time); occupational therapy, counseling, vocational, and probation officer. Also included under the development of the educational plan is the extent of participation in the regular program and program review (statement of plan for review, date of review, and criteria for review).

Appendix A contains one example of an educational plan used in a public school. Appendix B contains completed examples of educational plans used in schools participating in and operating serious habitual offender programs.

To ensure the placement of a SHO in a setting using an educational plan promoting academic, emotional, and social growth, the placement must be prescriptive and multi-disciplinary. Proper placement is the most critical factor and should be at least a two-phase process including:

1. Intake which uses all available information to choose a school placement; and
2. Placement which chooses an educational program, teacher, and support services (assign each SHO a mentor at the school site).

Through the use of the EMT and the two-phase process for placement of the serious habitual offender, the school system can assure that the educational needs of the juvenile are being met and that the appropriate resources are brought to bear on the individual.

### **Share Disciplinary Code Violations and Other Pertinent Data with the Police, Crime Analysts, or Other Officials Designated as Responsible for Profiling Habitual Delinquents**

Teachers often have more contact with juveniles than any person other than family members. Because teachers have daily contact with juveniles, they are in a prime position to observe the early warning signals of a child they believe

## Schools

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is a victim of abuse, neglect, or drug involvement, or is beginning to victimize others. Through SHOCAP, schools and police agencies work together to develop coordinated policies and procedures to address these issues. Early identification and intervention by both the schools and police can, therefore, help to reduce the incidence of victimization, both of and by a juvenile, with the hope of holding down the numbers of juveniles who may eventually become serious habitual offenders.

Sharing information about the behavior and activities of a serious habitual offender also is important for issues of school safety.

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Traditionally, crimes which are committed in school are handled internally and the police are never made aware of the incidents. This, in turn, contributes to the lack of comprehensive histories of troubled juveniles. If schools share such information with law enforcement personnel, the entire range of a juvenile's behavior, rather than just bits and pieces, is known. Valuable byproducts of the exchange of information among agencies are the growth of mutual respect, the discovery that all agencies are working toward the same goal where SHOs are concerned, and the realization that each agency can help the others reach that goal.

More importantly, this exchange of information can promote quicker response by police if a problem occurs within the school, with a greater probability that a juvenile will be apprehended and removed from the school. The result is a safer school campus and better protection of school property and personnel.

Sharing pertinent data between agencies is facilitated by written policies and methods for regular sharing of information in accordance with state and federal laws on a need to know/right to know basis. The following three steps will be helpful in creating these policies:

1. Enlist the National School Safety Center (NSSC) to develop legal guidance and methodology for sharing information;
2. Become familiar with state and federal legal requirements to better circumvent the impediments; and
3. Invite all agencies to participate in the development of school policies prior to the board's approval and dissemination.

## Schools

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In developing a board-approved and disseminated disciplinary code and policy that brings problems of SHOs to the attention of participating agencies and provides sanctions, the safety needs of staff and students should be met. Yet at the same time, access to educational opportunities should be ensured. There should be no automatic "push-outs": only a multi-disciplinary team or school placement group should be able to remove a SHO from a particular educational setting. Other agency information should be used in an advisory capacity for decision making.

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After policies have been written and contacts have been made, there are several ways to achieve the flow of information between the agencies. One way is to use one person as an information funnel for consistency, both internally (school) and externally (media) communications. Another way is to establish an information data base management system so each agency can readily access current information.

An important issue to remember is that the formal policies must be accompanied by strong informal working relationships built around trust and mutual respect. It is through trust and respect that the formal processes will flow.

One final word about information flow. Two of the most potentially threatening groups to work with are the media and the public. A strategy for dealing with these groups also needs to be developed and implemented. The solicitation of support from both the media and the public should be considered, possibly through their involvement in an interagency policy group.

### Separate Designated Habituals by School Assignment

The National Crime Surveys (1973-1977) found that juveniles are more likely than any other age bracket to commit crimes in groups. But these offenses are more likely to be property-oriented whereas the most serious forms of violence (against other persons) tend to occur when a juvenile offender is alone.

A study of habitual juvenile offenders in Jacksonville, Florida, found that they were more likely to be involved in informal groups or associations than in formal gangs. However, the most violent acts were committed alone. A

## Schools

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similar project in Oxnard, California, indicated that 58 percent of the habitual juvenile offenders were affiliated with gangs, but the most violent acts were committed alone.

The implication is that a community does not have to have formal gangs to have a problem with habitual juvenile offenders. However, the recent findings about informal associations are worthy of attention. The Jacksonville and Oxnard projects revealed that habitual juvenile offenders were often assigned to the same schools and classes, thus facilitating their contact and conspiracies. Special crime analysis methods which are referred to as "link analysis" confirm some highly complex and direct tie between habitual juvenile offenders, which merits attention, if not anything else, to keeping them separate in school programs and community control.<sup>3</sup>

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One of the principal issues here is the lack of information exchanged between agencies involved with SHOs. A school system, or any agency, is at risk if it is not made aware of the potential for criminal activity or violence of a group of juveniles, whether through a formal or informal association. Placement decisions cannot be made unless all available information is shared. This is crucial, not only to the schools, but to all elements of the juvenile justice system.

Once information is exchanged on a regular basis, each agency can make decisions on how best to handle the serious habitual offender in its own agency. One solution for disruptive students in the public school system is the creation of alternative classrooms or programs for these youth.

The small, supervised programs, either inside or outside the regular school building, take disruptive students out of the mainstream and give them extra attention. The alternative classrooms ensure the quiet and safety of regular classrooms but also deal with the needs of disruptive students.

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<sup>3</sup>Timothy D. Crowe, *Habitual Juvenile Offenders: Guidelines for Citizen Action and Public Responses*, May 1986, p. 27.

## Schools

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To develop a curriculum outside the large classroom setting which meets the needs of the serious habitual offender, several areas of instruction should be considered for inclusion:

- pre-vocational and occupational exploration and awareness
- interpersonal skills development
- anger management
- home/society survival skills
- parenting classes
- decision-making skills
- supervised work placement to learn work ethics
- legal alternative leisure activities

Other agencies (probation, corrections, protective services, medical, recreation, etc.) may be able to provide support, either financially or through the provision of other resources, to develop and implement this program.

The development of effective programs that meet both the needs of children at risk and the "due process" and "equality of treatment" standard articulated in recent school cases may be far from a simple matter. One of the main complaints raised by critics of urban public school systems is that they fail to meet the needs of special groups of students. In many inner-city schools more than 20 percent of students are absent on any given day; a substantial fraction drop out before graduation, and many who do graduate are deficient in the basic skills required for employment or further education. These characteristics are typical, also, for serious habitual offenders.

It has been a matter of philosophical debate as to whether these problems, which are clearly demonstrated by attendance and achievement data, can be solved by schools. Some analysts have argued that academic achievement is determined largely by children's personal characteristics and family background and only marginally by the type and quality of educational programs to which they are exposed. Others argue that the failure to find consistent evidence of positive effects of school programs on academic achievement is due to inadequacies in the program rather than inability of poor children to benefit.

## Schools

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A number of educational techniques have proven successful in disciplining problem students. These techniques should be considered when developing programs to address the needs of the serious habitual juvenile offender, whether in an alternative classroom setting or in the regular school setting. Effective schools, however, are the result of a number of combined techniques, not just one single approach.

Instructionally effective schools have been found to be characterized by high staff commitment to student achievement and sense of efficacy, the communication of high expectations to students, orderly and purposeful classrooms, high levels of parent/teacher and parent/principal contact, ongoing inservice training and frequent informal consultation, strong leadership by principals, flexibility by teachers in adopting instructional techniques, more time devoted to direct instruction, use of competitive academic teams, and consistent appropriate reinforcement (Armor et al., 1976; Brookover et al., 1979; Weber, 1971; Rutter et al., 1979).<sup>4</sup>

In studies that focused specifically on discipline problems, schools with good discipline and low rates of misbehavior were characterized by participatory decision-making and governance, strong and effective leadership by the principal, clear rules of conduct combined with firm and consistent discipline, student and staff identification with or bonding to the school, the use of symbols of identity and excellence and rewards for achievement, and cohesion and coordination between administration and staff (Wayson and Lasley, 1984; NIE, 1978).

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**"Some analysts (Coleman et al., 1966; Jencks, 1972) have argued that academic achievement is determined largely by the children's personal characteristics and family background and only marginally by the type and quality of educational programs to which they are exposed."**

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The current approach to handling disruptive behavior assumes that there is some interaction among the classroom setting, the program, and children's behavior. More emphasis is placed on establishing environments in which

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<sup>4</sup>Peter W. Greenwood and Franklin E. Zimring, *One More Chance: The Pursuit of Promising Intervention Strategies for Chronic Juvenile Offenders*, May 1985, p. 60.

## Schools

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negative behavior is naturally discouraged and the child's interests are engaged. In schools where these techniques have been applied, attendance rates and achievement scores have improved considerably and evidence of disruptive behavior—such as vandalism, graffiti, and assaults—decline precipitously.

The establishment of the required school climate and programs also is important. Experience has shown that a dedicated and gifted principal is necessary. The motivation for establishing such a school must come from within the school community and cannot be ordered from the outside.

The most logical type of program for dealing with the problems of poor classroom preparedness and inadequate socialization is one that works with children before they enter school. Such programs engender little parent resistance and are not disruptive of traditional parental roles. They reach children between three and five years of age at a time when they are ready to begin developing basic skills and are capable of interacting with their peers.

But do they work? An evaluation of one preschool program that dealt with minority children in Ypsilanti, Michigan (Berrueta-Clement et al., 1984) shows that such programs can greatly affect subsequent delinquent behavior. The Perry Preschool Program, begun in the early 1960s, was a local attempt to solve a local problem of school failure and delinquency on the part of the disadvantaged segment of the school population. The study covered 123 black youths who were randomly assigned to either a high quality two-year preschool program (the Perry Preschool) or no preschool at all during five successive years. Those who attended preschool had better grades, fewer failing marks, and fewer absences in elementary school. They required fewer special education services and were more likely to graduate from high school. They were more likely to continue their education after high school and more likely to be employed by age 19.

More to the point, children who had attended preschool were rated by their teachers as having better classroom conduct than their counterparts. By age 19, those who had attended preschool were less likely to have been arrested (31 versus 51 percent), less likely to have experienced more than two arrests (12 versus 25 percent), and self-reported fewer total offenses. The authors of the Ypsilanti study estimate that a taxpayer's investment in a preschool pro-

## Schools

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gram would return benefits over a 15-year period with a present worth exceeding \$28,000 per juvenile treated.

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In summary, a number of educational techniques appear to hold promising results in dealing with the discipline and education/social problems of juveniles. These programs certainly have some important implications for the serious habitual juvenile offender. The key is to identify the needs of this population and provide and/or develop programs which address the needs of both the juvenile and the school system. Only through the regular exchange and sharing of information can the needs of the juvenile and school be met and the school campus, staff and other students be protected.

### **Establish Procedures for Notification of Principals/Teachers Regarding the Presence and Special Needs of the Habitual**

The establishment and utilization of a SHO Education Management Team (EMT) previously described will ensure that teachers, administrators, and school counselors are informed of the:

- rationale and makeup of the education plan;
- acute need to work together to ensure its success for the SHO;
- need to exert every influence for progress and good discipline;
- need to make progress-problem reports honestly and fully;
- need to give alerts to impending problems;
- need to inform police officials of serious incidents involving SHOs in an educational setting;
- need to be prepared for making minor or major revisions to a SHO education plan;

## Schools

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- responsibility they have to help identify and design more workable (generic) approaches to educating and remediating SHOs;
- need to enlist actively SHO siblings and family members to encourage the SHO to follow the "track" that was laid out for him/her; and
- role they must play in supporting funding requests—studies for acquiring, sustaining, and expanding specialized training regiments needed by SHOs.

Defining the role and responsibilities of school staff in monitoring, disciplining, supervising, teaching, collecting, and disseminating timely information about SHOs will ensure participation of pertinent school personnel. School staff should be involved in this process so they know how and why their information is being used. Early involvement and participation in the program will help guarantee long-term commitment and understanding. Roles should be defined completely at the central office and at the school site level.

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Proper orientation and training should be provided to selected school staff and other agency personnel to give them more skills to work with SHOs, including both cultural and social environmental awareness.

### Summary

In this pamphlet, we have discussed several issues concerning school involvement in SHOCAP. They include the identification of proper school assignments for SHOs, sharing of information and disciplinary violations with other agencies, the separation of designated habituals by school assignment, and the development of procedures for notifying principals, teachers, and the public about the special needs of SHOs.

For further information, bibliographies, or additional materials, please contact:

The Serious Habitual Offender Information Clearinghouse  
National Crime Prevention Institute  
University of Louisville  
Louisville, Kentucky 40292

or call (Toll Free) 1-800-345-6578.

## APPENDIX A

INDIVIDUAL EDUCATION PROGRAM

NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

BIRTHDATE \_\_\_\_\_ AGE \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

PARENTS \_\_\_\_\_

DISTRICT OF RESIDENCE \_\_\_\_\_ COUNTY \_\_\_\_\_

I. EVALUATIONS COMPLETED AND INFORMATION GATHERED BY WHOM:

- 1) School Psychologist
  - a. Report the most recent evaluations
    - Intelligence Test
    - Achievement Tests
    - Standardized Perception Tests
    - Other standardized tests
    - Formal tests
  - b. Statement should include:
    1. Names of tests given
    2. Date of the evaluation
    3. By whom
    4. Complete names (avoid abbreviations)
- 2) Teacher and/or Speech/Language Therapist:
  - Date(s)
  - Name of assessment(s) most recently completed
- 3) Medical Report:
  - Date
  - Name of Physician or Neurologist

II. STATEMENT OF PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

- a. Provide a statement of functioning level for area of instruction, or work with student.
- b. A specific test score (e.g., academic, perceptual) and/or a statement of student's behavioral performance.
- c. Include:
  1. Area
  2. Tests given, Observation
  3. Date
  4. Level of functioning (i.e., grade level, skills performed)

### III. ANNUAL PROGRAM GOALS

Include:

1. General area, specific aspects of area to be instructed.
2. Statements should be general; broad but measureable.
3. Written in form of objectives.
4. Statement for each academic area student will be working on, behavioral goals, affective goals, vocational goals, psycholinguistic and/or perceptual goals.
5. For SHO might include parole conditions.

### IV. SHORT TERM GOALS

Intermediate steps to the annual goals.

3-4 short term objectives for each annual goal, (enabling objectives)  
Should be based on levels of functioning and related to the annual goal.

## APPENDIX B

Student Name \_\_\_\_\_  
(Last, First, Initial)

DUVAL COUNTY PUBLIC SCHOOLS  
EXCEPTIONAL STUDENT EDUCATION  
1701 Prudential Drive  
Jacksonville, Florida 32207

DATES

Initial IEP 8/1/78

Student ID No. \_\_\_\_\_

Current IEP 5/24/85

Date of Birth \_\_\_\_\_

IEP Review 5/23/86

Current Assignment \_\_\_\_\_

INDIVIDUAL EDUCATIONAL PROGRAM

Educable Mentally Handicapped

Full time 25 hrs/wk Grade \_\_\_\_\_

EXCEPTIONAL EDUCATION ASSIGNMENT(S)  
(Location / Program / Organization / Time / Grade)

INITIATION  
DATE

ANTICIPATED  
DURATION

TITLE OF  
PERSON RESPONSIBLE

5/8/85

6/86

teacher of Educable Mentally  
Handicapped

Educable Mentally Handicapped/full time

20 hrs/wk

RELATED SERVICES: none

EXTENT TO WHICH STUDENT WILL PARTICIPATE IN BASIC AND/OR  
VOCATIONAL EDUCATION (INDICATE TOTAL HOURS PER WEEK)

USE OF DOUBLE BASIC COST FACTOR FOR FULL-TIME STUDENTS:  
(Specify required special aids, services, or equipment)

total basic education 10  
Subject \_\_\_\_\_ Hours/Week \_\_\_\_\_ Subject \_\_\_\_\_ Hours/Week \_\_\_\_\_

N/A

Physical Education 5 hrs/week  
Electives 5 hrs/week

Vocational Education: Home School  Skills Center  None

Physical Education: Regular  Adaptive  Spec. Designed

DIPLOMA DECISION: Standard \_\_\_\_\_ Special \_\_\_\_\_  
(Secondary only, check and attach signed statement)

PROMOTED \_\_\_\_\_; RETAINED \_\_\_\_\_; SUMMER SCHOOL X

IN ATTENDANCE AT IEP MEETINGS: Signature \_\_\_\_\_ Date \_\_\_\_\_

LEA Representative (Title: Counselor) \_\_\_\_\_

\*Parent(s), Guardian(s), or Surrogate Parent(s) \_\_\_\_\_ / /

Student \_\_\_\_\_ / /

Teacher(s) \_\_\_\_\_ / /

Evaluator(s) \_\_\_\_\_ / /

TEST MODIFICATIONS

Flexible Scheduling \_\_\_\_\_  
Flexible Setting \_\_\_\_\_  
Recording Answers \_\_\_\_\_  
Auditory Aids \_\_\_\_\_  
Revised Format \_\_\_\_\_  
None \_\_\_\_\_

Distribution

White: Cum. Record  
Yellow: ESE Office  
Pink: Teacher  
Gold: Parent

PERFORMANCE OR SUBJECT AREA: Exceptional Student Language

Student Name \_\_\_\_\_

PRESENT LEVEL: TABE: Grade level 2.8 Reading  
Grade level 2.0 Math

Student ID No. \_\_\_\_\_

ANNUAL GOAL(S): Student will accomplish 60 %  
of the Exceptional Student Language Arts  
course objectives.

ESE Assignment Assigned district school EMH/FT Gr.  
(School No., Program, C. ganization, Grade)

Developed by: \_\_\_\_\_

Check if Summer obj.	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
		Criterion for Mastery (Include promotional criteria)	Evaluation Procedures and Schedule to be used	Results/Date
	<p>1. Student will become knowledgeable of the major concepts/content in Exceptional Student Language Arts.</p> <p>2. Student will demonstrate mastery of the following objectives as per the Hillsborough Curriculum.</p> <p>A. Listening/Speaking: 1. a #1 2. a #4 b #5 c #6</p> <p>B. Reading: 2. a #9 #10 #11 4. a #20 5. c #24</p> <p>C. Writing/Spelling: 1. a #30 2. a #33 3. a #34 b #35 4. a #36</p>	<p>With <u>60</u> % accuracy</p> <p><u>9</u> of <u>14</u> standards</p>	<p>Teacher selected materials and tests at the end of the learning sequence.</p> <p>Appropriate tests according to exceptionality.</p> <p>TABE</p>	

PERFORMANCE OR SUBJECT AREA: Exceptional Student Math 8th

Student Name \_\_\_\_\_

PRESENT LEVEL: TABE: 2.8 <sup>Lang.</sup> Arts G.L. 2.0 Math. G.L.

Student ID No. \_\_\_\_\_

ANNUAL GOAL(S): Student will accomplish 60 % of the Exceptional Student Math 8th course objectives.

ESE Assignment Assigned district school EMH/PT Gr. 8  
(School No., Program, Organization, Grade)

Developed by: \_\_\_\_\_

Check if Summer obj.	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
		Criterion for Mastery (Include promotional criteria)	Evaluation Procedures and Schedule to be used	Results/Date
	<p>1.1 Student will become knowledgeable of the major concepts/content in Exceptional Student Math 8th.</p> <p>1.2 Student will demonstrate mastery of the following objectives as per Hillsborough Curriculum:</p> <p>1. Will increase Math Operations Skills in Exceptional Student Math 8th grade by 1/2 year.</p> <p>2. Will increase Math Numerations Skills in Exceptional Student Math 8th grade by 1/2 year.</p>	<p>With <u>50</u> % accuracy</p> <p><u>6</u> of <u>12</u> skills</p>	<p>Teacher selected materials and tests at the end of the learning sequence.</p>	



PERFORMANCE OR SUBJECT AREA: Exceptional Student Science  
Grade 8

Student Name: \_\_\_\_\_

PRESENT LEVEL: TABE: Grade level 2.8 Reading  
Grade level 2.0 Math

Student ID No. \_\_\_\_\_

ANNUAL GOAL(S): Student will accomplish 70 %  
of the Exceptional Student Science course  
objectives for grade 8 according to the  
Hillsborough Curriculum.

ESE Assignment Assigned idistrict school EMH/FT Gr. 8  
(School No., Program, Organization, Grade)

Developed by: Suzanne

Check If Summer obj.	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
		Criterion for Mastery (Include promotional criteria)	Evaluation Procedures and Schedule to be used	Results/Date
	1. Student will become knowledgeable of the major concepts/content in Exceptional Student Science Grade 8.	With <u>70</u> % accuracy	Teacher selected materials and tests at the end of the learning sequence.	<u>6/86</u>
	2. Student will demonstrate mastery of performance standards as outlined in the Hillsborough Curriculum for Exceptional Student Science Grade 8.	<u>8</u> of <u>13</u> standards	Appropriate tests according to exceptionality.	<u>6/86</u>
	Body Systems      Water Life A. #16                1. Small water B. #17                animals & plants C. #18                2. Water plants 3. Mollusks Safety Habits      4. Fish A. #19                5. Reptiles C. #21                6. Water mammals E. #23                7. Other water mammals		TABE	<u>5/86</u>

THE CHILD OR SUBJECT AREA: Behavior

PRESENT LEVEL: Developmental / Functional

ANNUAL GOAL: will improve his behavior so that he will conform to the school and classroom rules.

Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

ESE Assignment Emt \_\_\_\_\_ 7th grade \_\_\_\_\_

TEST MODIFICATIONS:

Flexible Scheduling \_\_\_\_\_ Auditory Aids \_\_\_\_\_

Flexible Setting \_\_\_\_\_ Revised Format \_\_\_\_\_

Recording Answers \_\_\_\_\_ None \_\_\_\_\_

SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
	Criterion for Mastery	Evaluation Procedures and Schedule to be used	Results/Date
<p><u>These are the steps in discipline I will follow:</u></p> <ol style="list-style-type: none"><li><u>1. Verbal reprimand</u></li><li><u>2. Students will be assigned sentences of class rules to write.</u></li><li><u>3. Referral to Dean</u></li><li><u>4. Counseled by Dean</u></li><li><u>5. Counseled by Counselor</u></li><li><u>6. Assigned to ISSP</u></li><li><u>7. Assigned In Home Study</u></li></ol>		<p><u>School Rules</u> <u>Class Rules</u> <u>Teacher</u> <u>Observation</u></p>	

PERFORMANCE OR SUBJECT AREA: Exceptional Student Language Arts

Student Name \_\_\_\_\_

PRESENT LEVEL: \_\_\_ % tile SAT reading, Reading 3.4, Spelling 3.6

Student ID No. 12345678

ANNUAL GOAL(S): To accomplish the 7th grade course performance objectives

ESE Assignment #3, EH/FT, 7  
(School No., Program, Organization, Grade)

Developed by: Peter Porter

Check if Summer obj.	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
		Criterion for Mastery (Include promotional criteria)	Evaluation Procedures and Schedule to be used	Results/Date
<b>SE</b>	1. Samuel will become knowledgeable of the major concepts/content in Exceptional Student Language Arts through mastery of the course objectives. 2. Samuel will demonstrate mastery of the following objectives (identify specific course objectives). e.g. regular curriculum, EMH/TMH curriculum, etc.	teacher judgement  ___ out of ___ course objectives	Teacher selected materials and tests at the end of learning sequence  MLST at the end of each course  (state appropriate tests according to exceptionality - refer to the Pupil Progression Plan.)  Daily/Weekly Assignments	
		<b>SECONDARY SAMPLE</b>  <b>REGULAR CURRICULUM</b>  <b>SPECIAL STANDARDS</b>  <b>EH,SLD,PI,HI,EMH,TMH</b>		<i>From new IEP book AKS/PC</i>

PERFORMANCE OR SUBJECT AREA: Applied English I (Grade 9)

PRESENT LEVEL: English 8: MLST \_\_\_\_\_, SAT \_\_\_\_\_  
Reading Level \_\_\_\_\_ as evidenced by teacher

ANNUAL GOAL(S):  
Student will master the intended outcomes and performance standards for Applied English I.

Student Name \_\_\_\_\_  
Student ID No. 12345678  
ESE Assignment #999, SLD/PT, 9  
(School No., Program, Organization, Grade)  
Developed by: Mrs. Jones

Check if Summer obj.	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION OF SHORT-TERM INSTRUCTIONAL OBJECTIVES		
		Criterion for Mastery (Include promotional criteria)	Evaluation Procedures and Schedule to be used	Results/Date
62	<p>1. Student will become knowledgeable of the major concepts/content in Applied English I through mastery of the performance standards.</p> <p>2. Student will demonstrate mastery of the intended outcomes as outlined in the Curriculum frameworks for Applied English I. (state specific intended outcomes)</p> <p>NOTE: Number codes may be used.</p>	<p>Teacher judgement</p> <p>69% of the Intended Outcomes</p> <p><b>SENIOR HIGH SAMPLE</b></p> <p><b>SPECIAL DIPLOMA</b></p> <p><b>SPECIAL STANDARDS</b></p> <p><b>EH,SLD,PI,HI,EMH</b></p>	<p>teacher selected materials and tests at the end of the learning sequence</p> <p>SAT, Spring of 198_ (State appropriate tests according to exceptionality - refer to the Pupil Progression Plan)</p> <p>and</p> <p>Criterion measures for intended outcomes.</p>	<p><i>From new IEP book 14/15/86</i></p>

## ALSO AVAILABLE:

Guidelines for Citizen Action and Public Response

Guidelines for Courts

Guidelines for Detention

Guidelines for Intake

Guidelines for Parole/Aftercare

Guidelines for Police

Guidelines for Probation

Guidelines for Prosecution

Guidelines for Social Services

Guidelines for State Corrections