

WELCOME TO THE HOPE DEALER'S HANGOUT



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Equity + Access = Success

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HDsolutions

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Restraint, Seclusion, Arrest and Suspension

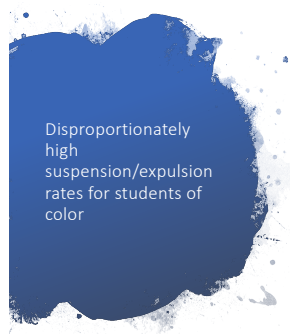
- Students with disabilities are 12% of student population but
 - 75% of those physically restrained at school to immobilize them or reduce their ability to move freely.
- 58% of those placed in seclusion or involuntary confinement
- 25% of students arrested and referred to law enforcement
- Students with disabilities are 2x more likely to receive suspension (13%) than students without disabilities (6%).

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Suspension of preschool children, by race/ethnicity and gender

- Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of- school suspension;
- White students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension.
- Boys are 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.

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- Black students are suspended and expelled at a rate three times greater than white students.
- On average, 5% of white students are suspended, compared to 16% of black students.
- American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.



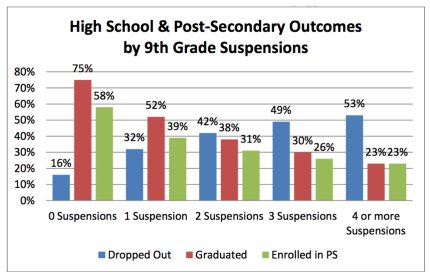
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- A 2012 report estimated that annually, 3,000,000 students lose instructional "seat time" due to school removal.



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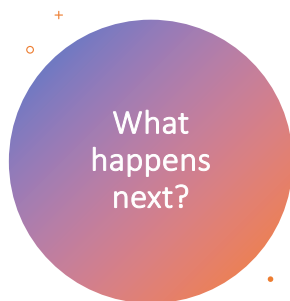
- Suspension increased the chance of leaving school prior to graduation from 16 percent to a 32 percent.
- Students who were excluded were 29 percent more likely to drop out at some point during their high school career.
- The effects of exclusion can be cumulative, with each additional suspension increasing the risk of dropping out by 10 percent



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- Study results vary based on population, But... the Data is clear.

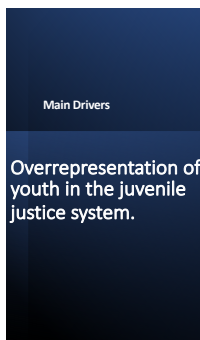
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Dropouts:

- Are **3 1/2x** times more likely than high school graduates to be arrested,
- **More than 8x** as likely to experience jail or prison
- Between 16 – 24 were **63x** more likely to be institutionalized than peers who have a bachelor's degree or higher.

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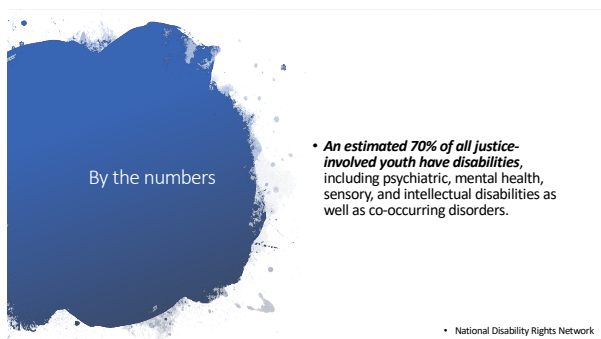


JJ involved youth are disproportionately:

- **Youth of color**
- **Youth experiencing mental, emotional or physical disability**
- **Youth experiencing educational failure**
- **Youth experiencing poverty**
- **Youth with a history of Trauma**

National Disability Rights Network

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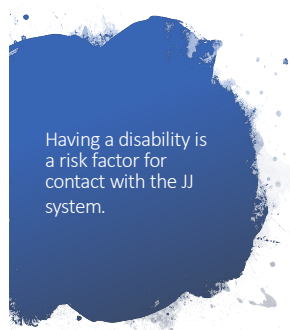
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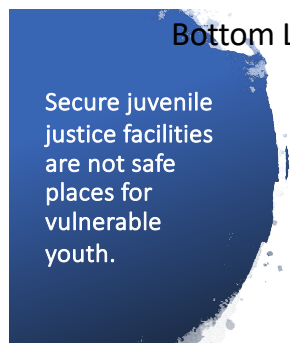
- Most of these youth are in contact with the justice system for minor offenses:
- Often related to conduct that is a manifestation of disabilities (identified or not) or traumatic experiences that have not been appropriately addressed.
- For many, community services either are not available or are not being coordinated effectively to provide the right supports.

• National Disability Rights Network



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- Some behaviors related to unknown, untreated, or inappropriately treated disabilities.
- Identifying disabilities and providing appropriate treatment and services can prevent further contact with the JJ system.
- System Youth are "disproportionately minority, impoverished, and poorly educated, and many lack social networks—limit the type and scope of mental health services provided to youth."
- Youth with disabilities can be prone to be bullied, harassed, and fall behind academically. That can lead to truancy, running away from home, and other behaviors that can result in arrest.
- Identifying justice involved youth with disabilities and connecting them and their families to the services they need is more likely to result in being diverted from being adjudicated delinquent and diverted from secure confinement.
- Studies have shown that meeting the special education needs of justice involved youth with disabilities improves their academic achievement and reduces future contact with the juvenile and criminal justice systems.
- Youth who are confined in secure JJ facilities are more likely to engage in future delinquent acts or criminal offenses. Advocacy to divert youth with disabilities from being incarcerated reduces that risk.



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Bottom Line

Generally, most youth get worse, not better, when confined in secure JJ facilities, and would do better in community-based settings that provide appropriate treatment without jeopardizing community safety.

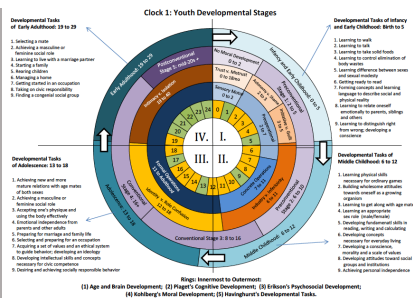
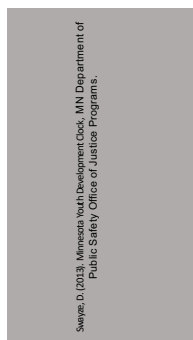
When it comes to young people with mental health problems, intellectual disabilities or suffering from trauma:

- Even short-term confinement in a secure detention facility pending court proceedings places youth in harm's way. This includes:
 - Potential physical harm
 - Inadequate suicide protocols and precautions;
 - Improper use by staff of toxic psychotropic medications to induce compliance rather than for treatment purposes;
 - Prolonged, forced physical exercise as punishment; improper use of force (e.g., Pepper Spray, Isers, Restraint Chairs) as unauthorized punishment; denials of medically necessary services; and other violation of youth rights.
- Early intervention, prevention, and diversion are the key strategies for addressing these problems.

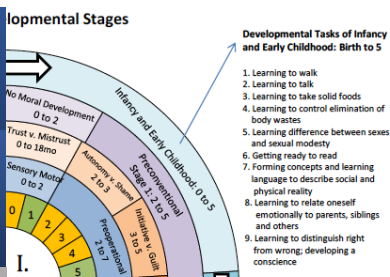


These Dramatic and often Traumatic experiences threaten to further challenge our youth as they move along their own development pathways

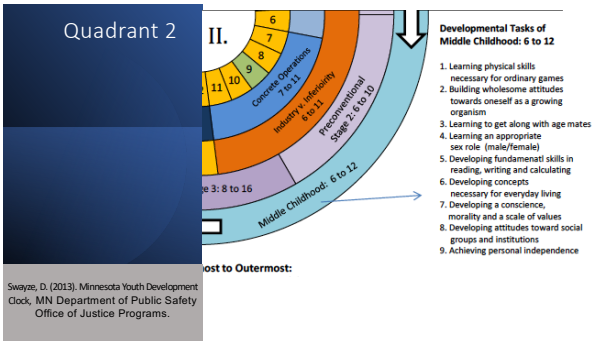
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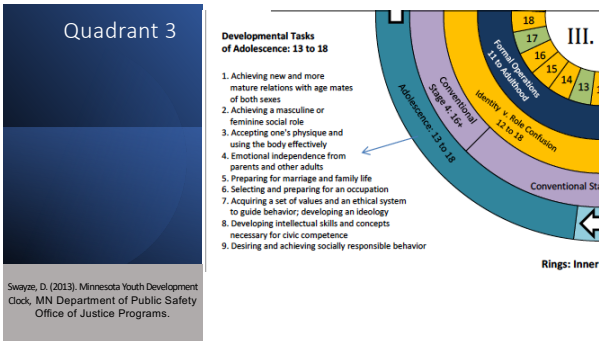
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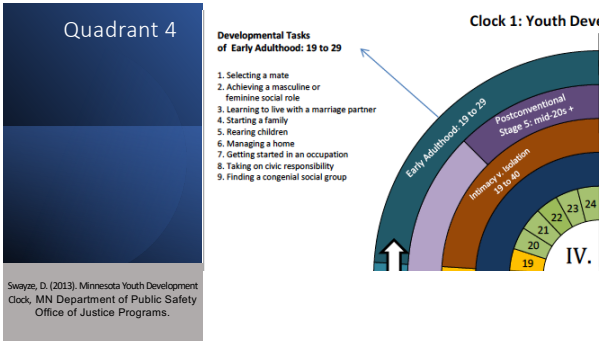
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Mitigating the Harm

Engaging Youth in positive prosocial engagement

Allowing youth opportunities to express themselves with movement (dance sports, theater), words (journaling, poetry, guided imagery) and other nonverbal interpreters (sculpt, painting, drawing)

Encouraging supported engagement with youth and families

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Welcome to The Feeling House

The Affective Domain is the creative foundation for the essential skills that support and promote Cognitive and intellectual growth and development

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Social Emotional Learning

Self and other awareness:
feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings.

Mood management:
handling and managing difficult feelings; controlling impulses; and handling anger constructively

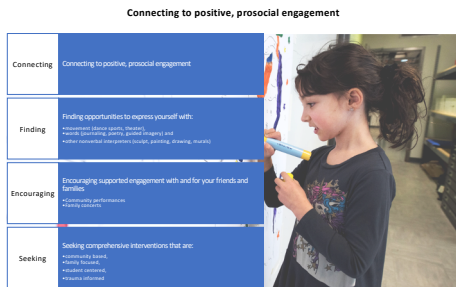
Self-motivation:
being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks

Empathy:
being able to put yourself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; being able to show that you care

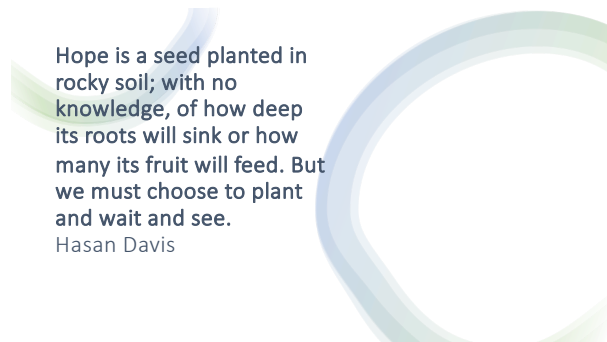
Management of relationships:
making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills understanding and identifying feelings



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In the beginning mine seemed full of possibility!



Jr. and Daddy (Fred Davis) 12-13-1970

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- It became clear to me, at an early age, that my story was going to be an everyday fight to be seen and heard OR it was simply going to be nothing at all

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Everyone watching could see that the odds were against me...

- Birth
 - ADHD
 - Dyslexia
 - Visual /hearing impairment
- K-3
 - Parents divorced
 - Welfare
 - Inner city
 - Family separated
 - Reunited in GA
- Grade 4-7
 - Arrested at 11/ probated
 - Apartment fire age 12
 - Family separated
 - Attended 5 elementary schools
 - More than 13 childhood homes
- Grade 8-12
 - Started alternative school
 - Expelled from alternative school at 18
 - G.E.D. recipient



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But I still wanted to be greater...
no matter the cost



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So, I had to make a choice

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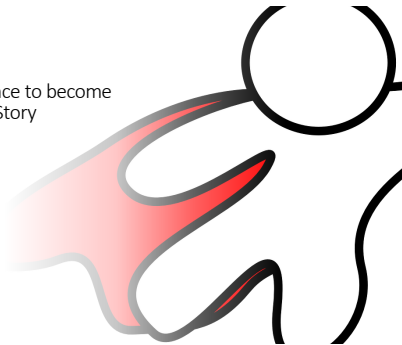
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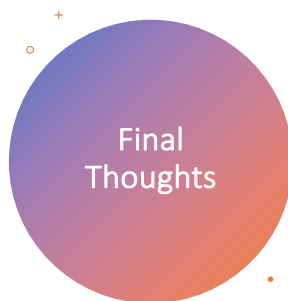
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We all deserve a chance to become
the Hero of our own Story

• #HopeDealers



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Final
Thoughts

- Self care
- It is important to develop your own system of emotional and physical self care to protect yourself from the possible impact of Secondary Traumatic Stress (STS) and Compassion Fatigue.

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