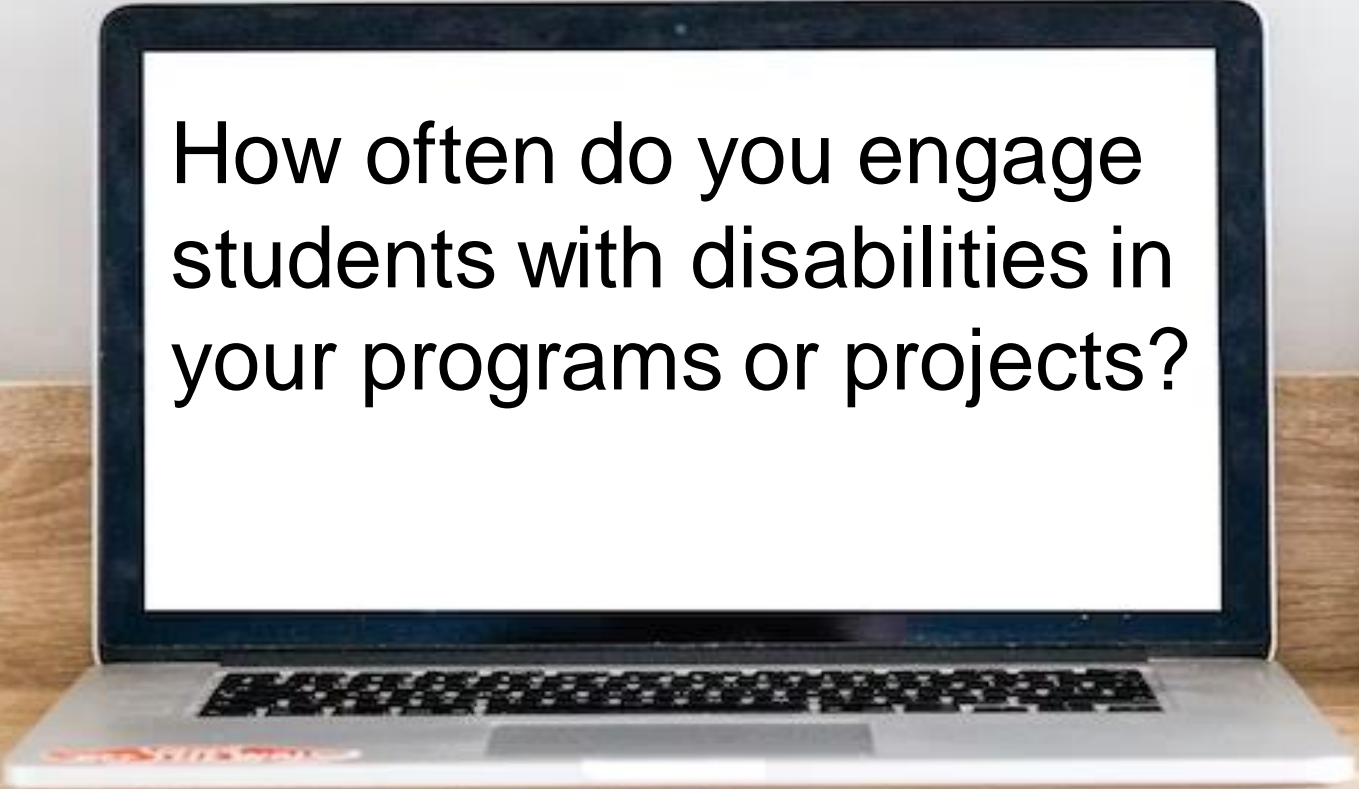
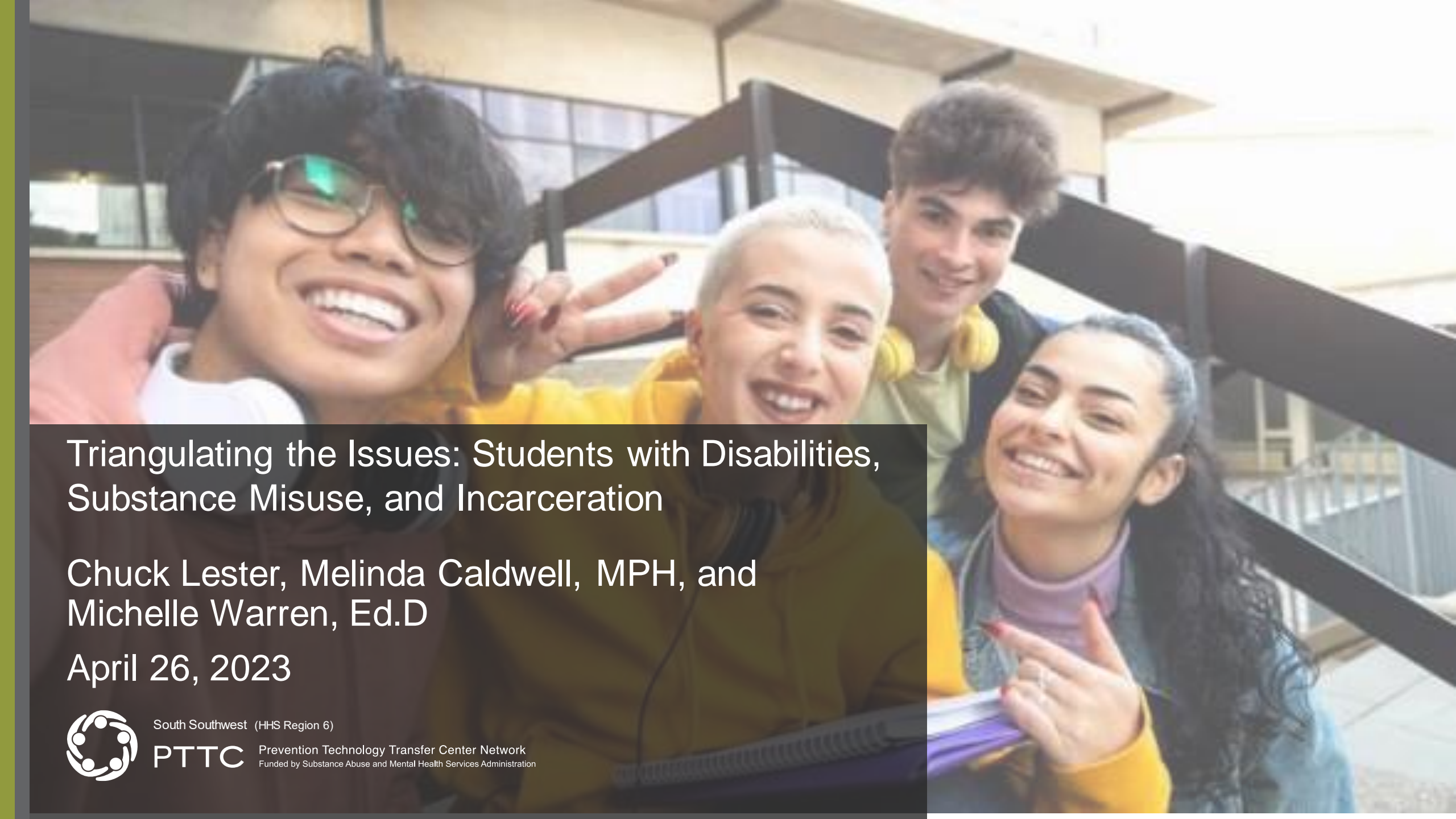


Please answer the poll question.

A silver laptop is open on a light-colored wooden desk. The laptop screen is white and displays a poll question in black text. To the left of the laptop, there is a stack of three books with red and white covers, and a small white object. To the right, there is a white cylindrical container, a small white jar, and a striped fabric basket.

How often do you engage students with disabilities in your programs or projects?



Triangulating the Issues: Students with Disabilities, Substance Misuse, and Incarceration

Chuck Lester, Melinda Caldwell, MPH, and Michelle Warren, Ed.D

April 26, 2023



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Acknowledgement

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the view of PTTC Network and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Learning Objectives



Explain the current landscape of special education in public schools as it relates to substance misuse prevention.



Describe how substance misuse among students with disabilities contributes to high incarceration rates.



Identify promising approaches to provide prevention services to students with disabilities



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Our Roadmap Today

- ✓ Introductions
- ✓ Overview
- ✓ Landscape
- ✓ Risk Factors for Substance Misuse
- ✓ School to Prison Pipeline
- ✓ What Can Prevention Professionals Do?
- ✓ Evaluation



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Chuck Lester
South Southwest PTTC Associate




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A photograph of a classroom. A male teacher in a plaid shirt stands at the front near a whiteboard. Several students are seated at desks, some looking towards the teacher. The word "Landscape" is written in large white letters across the center of the image. The classroom has light green walls, a whiteboard, and various educational posters.

Landscape

A blurred background image of a classroom. A male teacher in a plaid shirt stands at the front near a whiteboard. Several students are seated at desks, some facing the teacher. The room has educational posters on the walls.

**What is
Special
Education?**

**Who are the
Students
Involved in
Special
Education?**

Focus

Substance misuse overlaps significantly with learning disabilities and behavioral disorders, therefore we will focus this presentation on students with:

- Emotional Disturbance and/or
- Intellectual Disability



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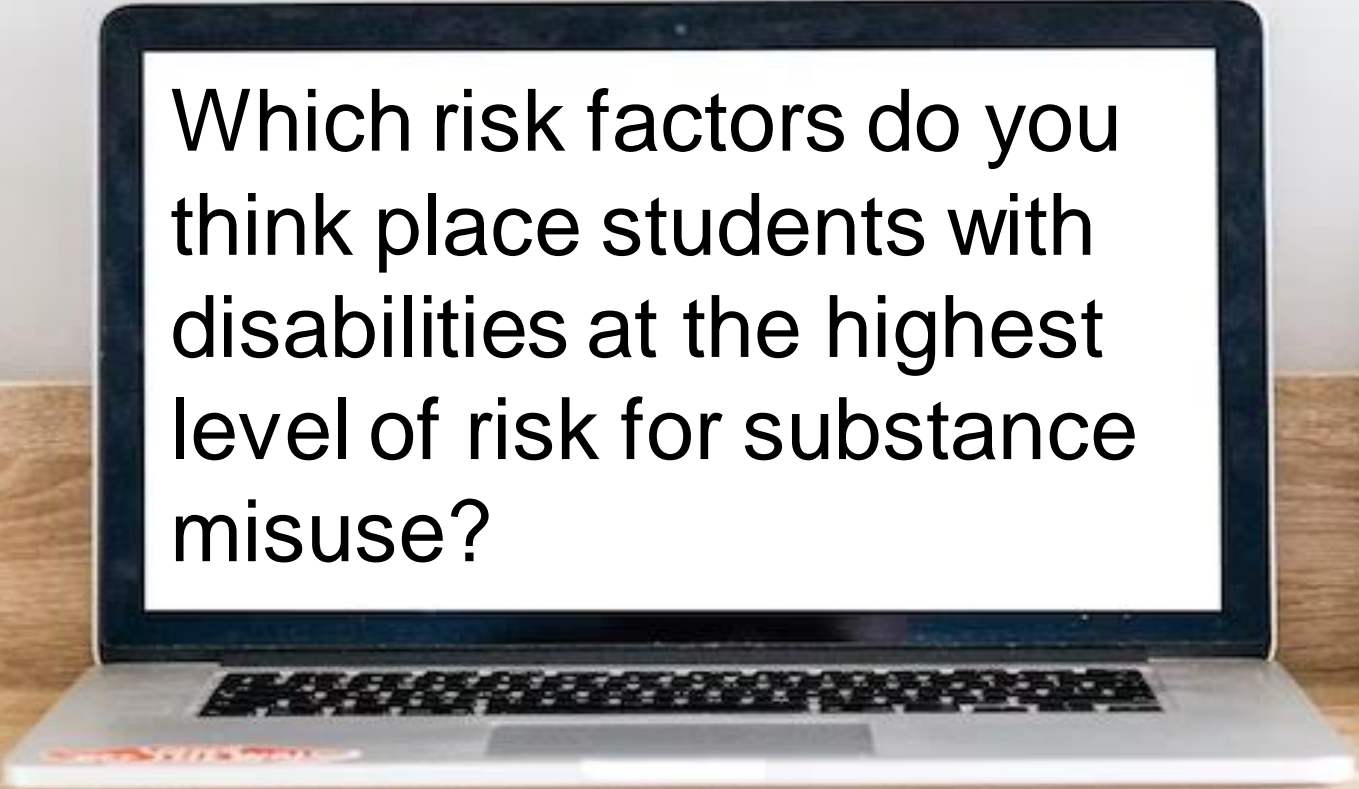
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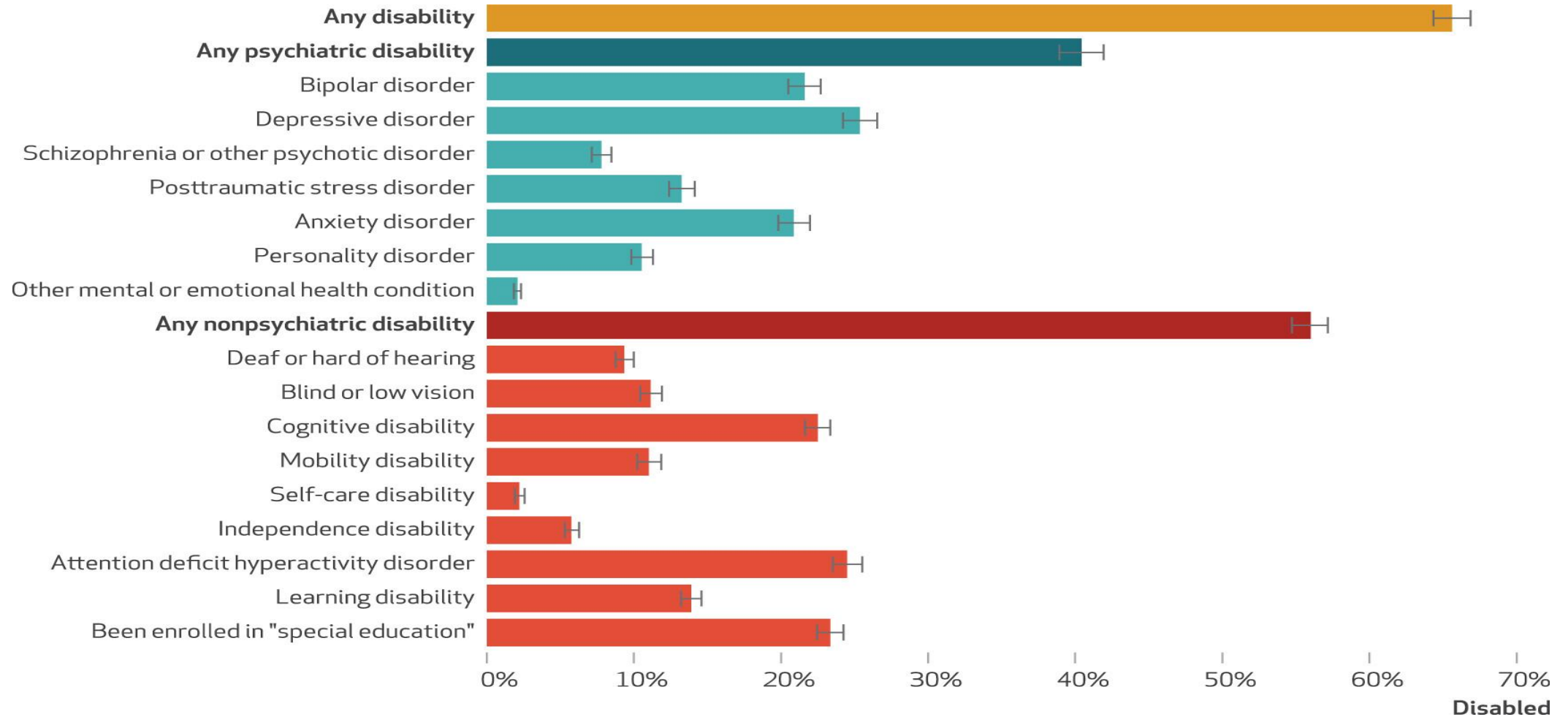
Risk Factors for Substance Misuse

Please review the list of risk factors and answer the question in the chat box.

A silver laptop is open on a light-colored wooden desk. The laptop screen displays a question in black text on a white background. To the left of the laptop, there is a stack of three books with titles partially visible: 'TERS', 'STIN', and 'E RIVERS'. To the right of the laptop, there is a white cylindrical container, a smaller white jar, and a striped fabric basket.

Which risk factors do you think place students with disabilities at the highest level of risk for substance misuse?

Disability prevalence among people incarcerated in state or federal prisons in the US, by disability type, 2016



Source: Bevan, S., Bixby L., Boen, C. The Links Between Disability, Incarceration, And Social Exclusion, Published: October 2022.



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Prevalence of Substance Misuse

- Increased exposure to social and environmental pressures
- Experiment at an early age with potentially harmful levels
- 75%–85% of adolescents with intellectual disability and severe behavioral problems who are admitted to treatment facilities show lifetime alcohol use or use alcohol on a regular basis.
- 25%–50% of these adolescents use drugs (in particular, cannabis) on an occasional or regular basis (daily or weekly use).



Prevalence of Criminal and Legal System Involvement

- Youth involved in the legal system are identified as eligible for special education services at three to seven times the rate of youth outside the system.
- The adolescents who perpetrate more serious and chronic offenses have been found to use more substances and are more likely to qualify for a diagnosis of a substance use disorder.

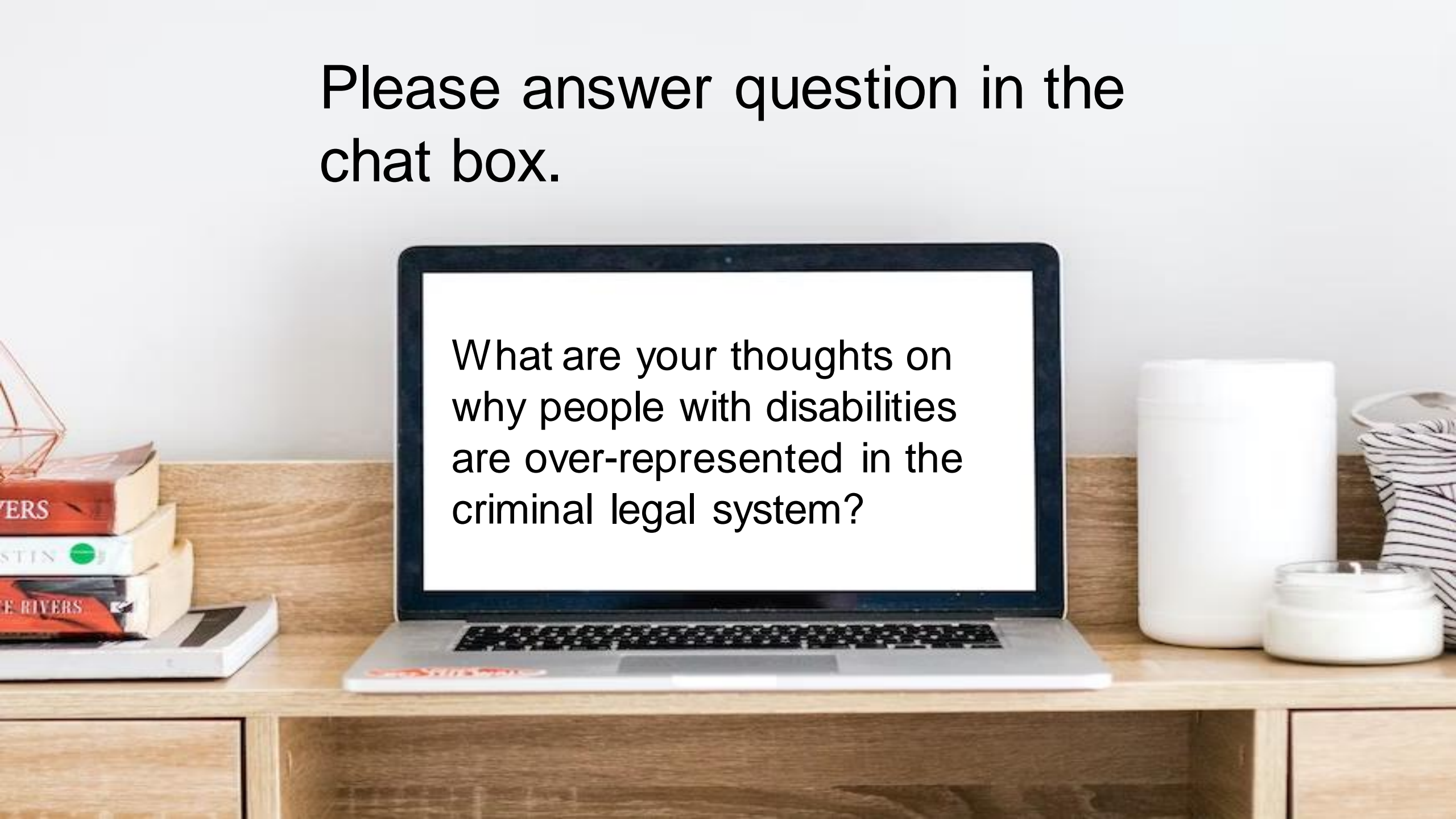


Prevalence of Criminal and Legal System Involvement

- One in three criminal legal system-involved youth qualify for special education, over twice the rate observed in the general population (14%)
- The most common qualifying diagnoses for special education for youth in the juvenile justice system include learning disability (38.6%), emotional disturbance (47.7%), and intellectual disability (9.7%)



Please answer question in the chat box.



What are your thoughts on why people with disabilities are over-represented in the criminal legal system?



School to Prison Pipeline

Theoretical Pathways for Special Education to Prison Pipeline



School
Failure
Theory



Susceptibility
Theory



Differential
Treatment
Theory

Theoretical Pathways for Special Education to Prison Pipeline



School
Failure
Theory

- Academic struggle
 - Suspension and Expulsion
 - Drop out
- Engage in delinquency

Theoretical Pathways for Special Education to Prison Pipeline



Susceptibility Theory

- Low impulse control,
- Irritability, and
- Poor problem-solving skills

Theoretical Pathways for Special Education to Prison Pipeline



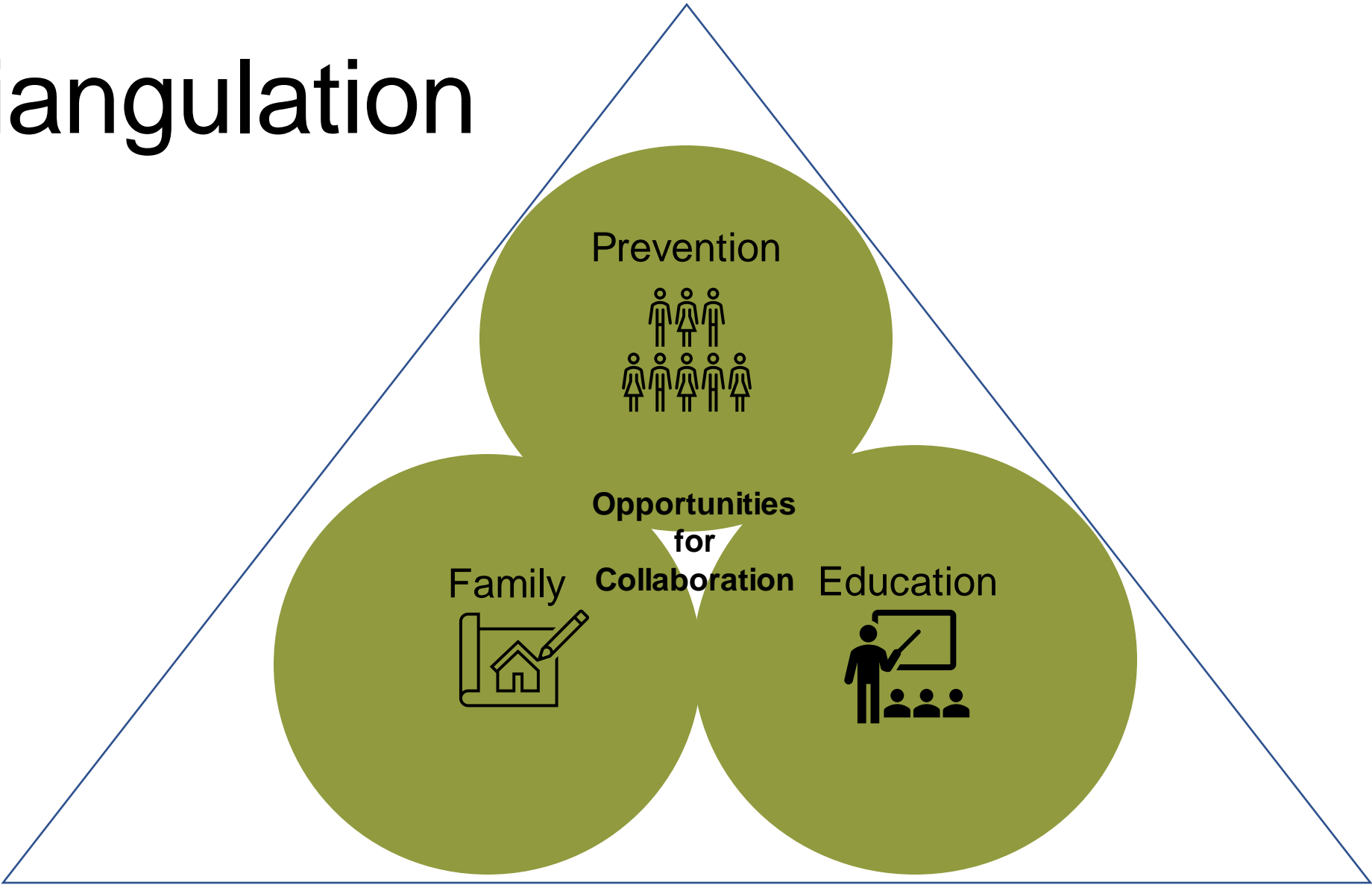
Differential
Treatment
Theory

- Harsher treatment
 - School
 - Criminal legal system

What can Prevention Professionals Do?



Triangulation

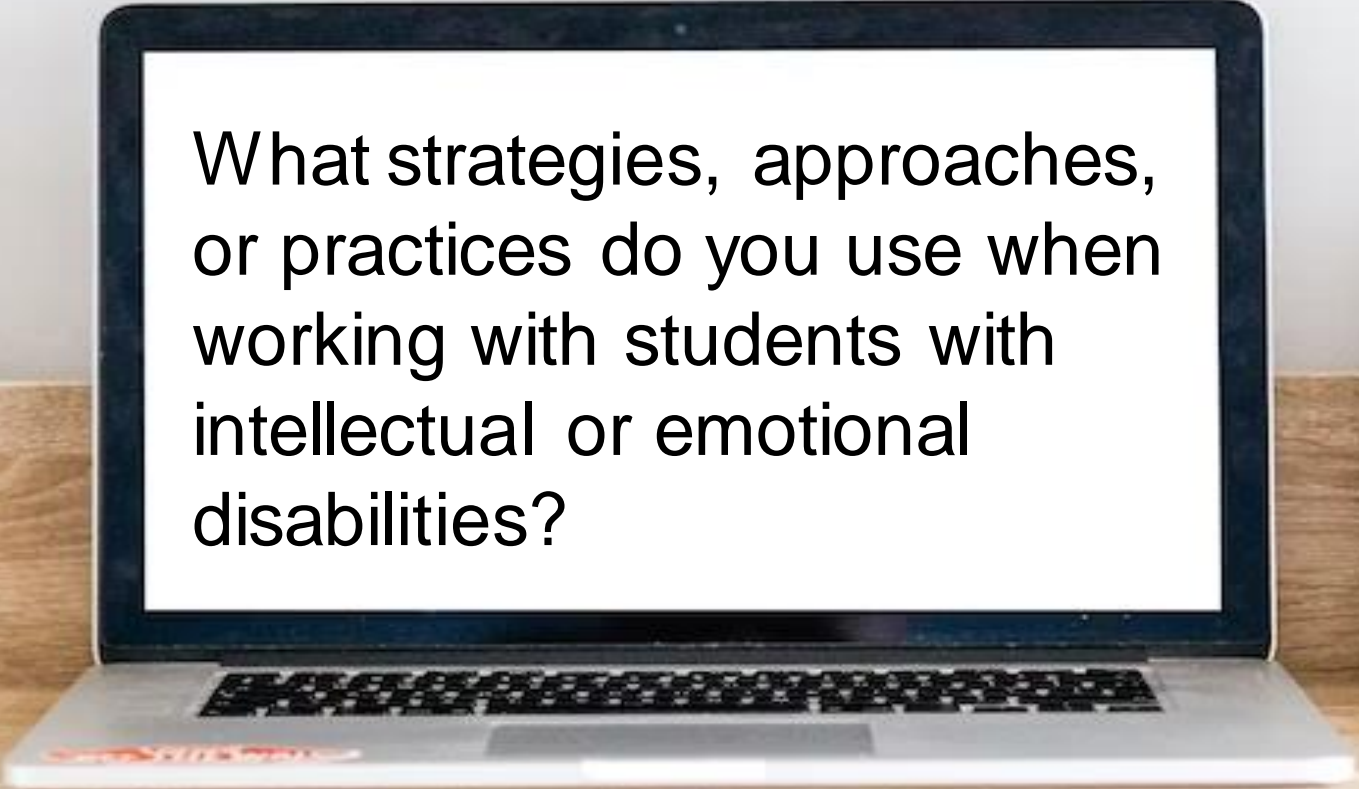


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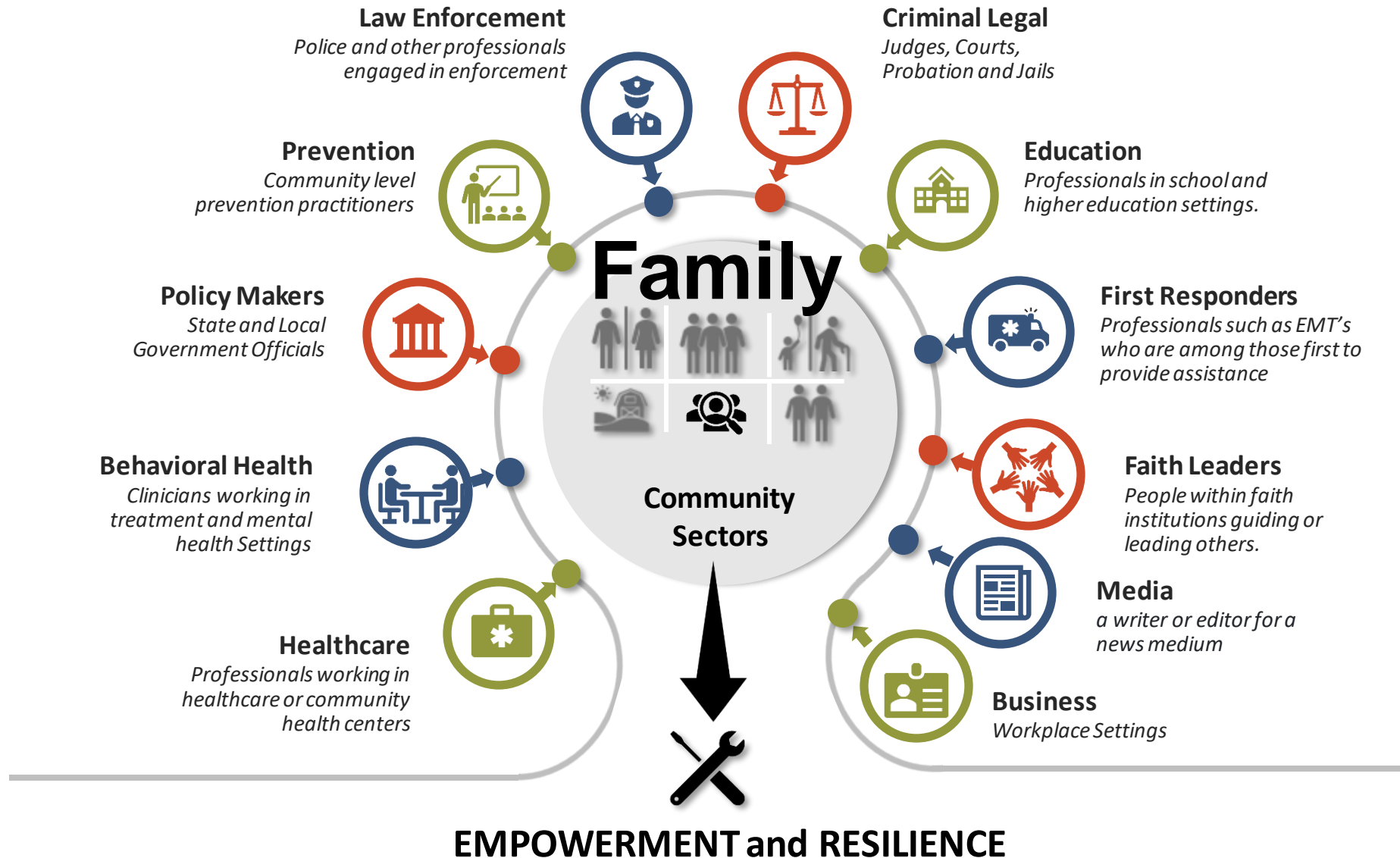
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Please answer the question in the chat box.

A silver laptop is open on a light-colored wooden desk. The laptop screen displays a question in black text on a white background. To the left of the laptop, there is a stack of three books with red and white covers, and a small white object. To the right, there is a white cylindrical container and a small white jar. The background is a plain, light-colored wall.

What strategies, approaches, or practices do you use when working with students with intellectual or emotional disabilities?

Community Approach



The Community Approach

- Prioritize representation and diversity.
- Select the most robust engagement strategy possible.
- Encourage decisions to emerge from local contexts and practices.
- Share strengths and capacities through formal partnerships.



Let's hear from you!
What are your questions?



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Next Time

- [P2 Substance Misuse Among Students with Disabilities-
Guidance for Prevention Professionals](#)
- May 18, 2023, 2:30pm-4:00PM Central Time



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