

Violent Incarcerated Juvenile: Programs to Help

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Violent Incarcerated Juvenile: Programs to Help

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By:

Rachel Perkowitz

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Abstract

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Rachel Perkowitz

Under the Supervision of Dr. Mike Klemp-North

INTRODUCTION: THE NEED FOR IMPROVING PROGRAMS DIRECTED TOWARDS VIOLENT JUVNEILES

Programs for Violent Youth

The purpose of this research is to discover an ideal treatment program for juveniles who are in detention centers for committing violent crimes. This will be done by examine different programs for violent juveniles. After examining programs for violent juveniles, this paper will examine what aspects of the programs work and what does not work of each program. Finally this paper will combine all working and positive aspects of each program in order to create a program that can be used for juveniles who are in detention centers for violent crimes.

Why this is Important

Nationally, 39% of the juvenile detention population is incarcerated due to serious persons offenses and in 13 different states person offenses make up 40 or more percent of the juvenile population. From 1997 to 2013 the national precent of juveniles incarcerated for persons offense increased by 6% (Office of Juvenile Justice, 2013). It is clear that current programs that are bring used to help these juveniles are not working. It is

imperative to find a program that will help reduce a juveniles desire to commit violent crimes.

Methods of Approach

Information for this study will come from a qualitative review of secondary sources. These sources will be gathered from accredited journals, textbooks, agency websites, and government reports. This paper will not only determine the overall effectiveness of programs but also examine what portions of these programs are effective. By examining reviewed accredited studies on the different programs this paper will be able to determine what aspects of these programs are ineffective. This same process will be used to determine what components of these programs are effective.

Distribution of Findings

This paper will be electronically placed on the University of Wisconsin's masters thesis website. This will allow the community to access and review the findings from this research.

Anticipated Outcomes

It is anticipated that every program that is reviewed will have aspects that are successful and those that are unsuccessful. These successful aspects may come from the length of the program, different types of intervention or from different sanctions that are used for noncompliance in a program. It is not expected that all successful programs will use the similar tool. The different trends of the program will be expression in the

variables. These positive trends that are found in these programs will be used as a guide to create a successful program for juveniles who are incarcerated for violent offenses.

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I. SECTION I- LITURATURE REVIEW: DIFFERENT PROGRAMS FOR VIOLENT JUVENILES

A. Introduction

Statement of the Problem

Less than half of all violent crimes committed by juveniles are reported to police (National Crime, 1999). This shows that juvenile violence statistics, like one-quarter of serious violent crimes are committed by juveniles, only demonstrates half of the overall problem (Offending by Juveniles, n.d.). Even though these statistics provide a base to work from, one must remember that half of the statistics are missing due to the crimes not being reported. According to the Office of Juvenile Justice (2013), 39% if the juvenile detention population is incarcerated due to serious persons offenses and in 13 states person offenses make up 40 or more percent of the juveniles population. From 1997 to 2013 the amount of juveniles incarcerated for persons offense has increases by 6% (Office of Juvenile Justice, 2013).

A study completed by the Illinois Criminal Justice Information Authority (2012) found that 49% of the 2,983 youth studied were re-arrested for a violent offense. It is clear that the criminal justice system is not properly rehabilitating these juvenile offenders. There are four main purposes of prisons. These are retribution, incapacitation, deterrence and rehabilitation (Purpose of Prisons, 2007). If a prison is not rehabilitating offenders than one of the main purposed of being incarcerated is lost.

If a juvenile is not properly rehabilitated while in prison they are more likely to reoffend once released back into society. Once a violent juvenile is released from a

detention facility, a large percent of them will commit a violent offense. For example, 50.89% of juvenile offenders who committed assaults reoffended once released (Recidivism of, 2008). In the United States, on average, it cost 88,000 thousand dollars to keep a single juvenile incarcerated for a year (How Much Does, 2010). If juveniles are not being properly rehabilitated while in prisons then overall more money will be spent on them when they reoffend.

Even though rehabilitation programs cost money to start up and maintain it will cost less yearly it is a lot less then incarcerating juveniles. It is clear that in the United States a large portion of our juvenile dentation population is incarcerated for person offenses and the numbers are increasing. It is also clear that once juveniles are released from these detention facilities a large portion of them will commit a violent offense.

Paper Outline

The following paper is divided into seven sections. The first part looks at the scope of the problem. The second part looks at the different types programs that are currently available for violent juveniles. The third part looks at the effectiveness of these programs. The forth part looks at the theatrical framework behind violent juveniles. The fifth part looks at recommendations from examining the current programs. The sixth part looks at the overall conclusion. Finally, the seventh part shows a list of references.

B. Programs for Violent Youth

There are many different programs in the United States that are designed to help violent juveniles. Five of these programs are Project Broader Urban Involvement and Leadership Development (BUILD), Big Brothers Big Sisters, Second Step: Violence

Prevention Curriculum, Cognitive Behavioral Intervention Trauma in School and Aggression Replacement Training.

C. Project Broader Urban Involvement and Leadership Development

Project BUILD focuses its efforts on juveniles that have been in contact with the juvenile justice system. This program was originally developed in 1969. Every few years Project BUILD changes and becomes more adept at helping juveniles (Programs, n.d.). This program focuses on urban males and females ages 10-17. This program has two different delivery methods: a single workshop or a 10-week program. It offers curriculum, opportunities and outlets for juveniles to help prevent violence and gangs. BUILD attempts to provide juveniles with positive alternatives to gangs and violence. This program attempts to do this by teaching and tutoring the juvenile, providing them with positive opportunities, such as sports, life skill trainings and after school programs (Thompson & Jason, 1989).

This program is based on the idea that these juveniles are violent and joining gangs because they lacked positive opportunities and outlets to express themselves. The main curriculum of BUILD is broken down into four different sessions. The first session is titled “Universe Begins with ‘U’!” This session focuses on self-esteem and teaching these juveniles that their lives matter.

The next session is titled “The Power Struggles—Bully Prevention”. This session of the program focuses on helping juveniles overcome and conquer issues that they may have with previous and future friendship. The next section is called “Choosing Right—How to Make Healthy Decisions for Life”. This section focuses on making the right choices when it comes to violence and gang involvement. The final session of BUILD’s

curriculum is called the “Emotional Rollercoaster”. This session is designed to help juveniles regulate the emotions and express them positively.

D. Big Brothers Big Sisters

Big Brothers Big Sisters focuses on at risk youth age 6-18 years old. These youth typically come from single parent, low-income neighborhoods. The majority of the youth have at least one parent who is incarcerated. Most of the youth have been exposed to violence and trauma both in their home and in their community (Big Brothers Big Sisters of America, 2010). Big Brothers Big Sisters provide the youth with a one-on-one mentor. The mentors and youth are specifically chosen and matched together. Big Brothers Big Sisters matches youth with a mentor that has similar interests (Grossman, 1997). This mentor meets with the child for 3-5 hours 2-4 times a month for at least one year.

This mentors job is to give the youth a positive adult contact in their lives by participates with the youth in community activities (McGill, 1998). These positive mentors help the child address negative behaviors and therefore help reduce their risk factors. The youth in this program benefit from having someone to help them overcome adversity. The goal of this program is to support the development of healthy youth by addressing the need for positive adult figures in their lives (Aos, 2004).

This program is based loosely on the theory of Social Control. Klein (1998) explained that this mentor offers the child the opportunity to become attached to a pro social, supportive adult. This adult has the ability to help the youth develop goals and a trusted relationship. This will make the child feel more socially accepted and supported. Big Brothers Big Sisters hypothesize that youth that are socially bonded will be less likely to misbehave and become violent (Big Brothers Big Sisters of America, 2003).

E. Second Step: Violence Prevention Curriculum

Second Step: Violence Prevention Curriculum is a curriculum that is taught in a school setting. The main goal of this curriculum is to reduce impulsive and aggressive behaviors in youth by increasing their social competency skills (Social and Character, 2010). These classes are taught in a group setting with trained teachers or outside service providers.

While all three curriculums are designed to teach the same concepts, they are changed for the three age groups of students. The three groups are pre-K, Elementary and Middle School. These students are taught to reduce impulsive, high risk and aggressive behaviors. They are also taught to increase their socio-emotional competence.

The five themes of Second Step are problem solving, decision-making, goal setting and substance abuse prevention (Schoiack–Edstrom et, al, 2002). There are three training techniques used. The first technique is empathy training, which is used to help teach the youth to identify and understand their emotions as well as others. The next technique is impulse control. This is technique is designed to help the youth choose positive goals, reduce impulsiveness and better evaluate their discussions. The final technique is anger management. This is designed to help the youth manage their emotions and reactions when they are highly aroused.

F. Cognitive Behavioral Intervention Trauma in School

Another program for violent juveniles is Cognitive Behavioral Intervention Trauma in School. This program uses both cognitive and behavioral therapy groups to help juveniles reduce their symptoms of post traumatic stress disorder (PTSD) and depression. The juveniles chosen for this program are all experiencing PTSD and

depression due to exposure to violence (Morsette et. al., 2009). The program is directed at urban Hispanic juveniles, ages 10 to 14 and their families. This overall program is broken down into 10 group sessions that last one class period each. After lessons 2 through 6 there are individual therapy sessions that focus on imaginal exposure to a traumatic events (Kataoka, et al., 2003).

There are three main goals of CBITS. These goals are to reduce symptoms related to stress, build resilience and increase peer and parental support (Cognitive Behavioral, n.d.). The main objective of this program is to reduce the juvenile's symptoms of stress and help them build skills to manage stress. By reducing symptoms of stress and building skills to manage stress the CBITS program hopes to improve the juvenile's ability to handle stress and trauma in the current lives as well as in the future.

Since 2001 CBITS expanded across the United States as well as abroad. The states that it is current used in are California, Colorado, District of Columbia, Illinois, Louisiana, Maryland, Mississippi, Missouri, Montana, New Jersey, New Mexico, Tennessee, Washington, and Wisconsin (Cognitive Behavioral, n.d.). This expansion has allowed to program to reach more juveniles.

G. Aggression Replacement Training

Another program designed to help aggressive youth is Aggression Replacement Training (ART). This program focuses on chronically aggressive juveniles ages 11-17. The target population is seriously violent and aggressive youth. This is a 10 week, 30 hour, 3 time weekly training. Each training group has between 8 to 12 juveniles. This is a “multidimensional psych-education intervention design” (Glick, 2011).

The purpose of this program is to develop pro-social behaviors in juveniles by building social skills, emotional controls and moral reasoning (Golstein, 1998). They attempt to train the juveniles to control their anger and impulsivity. Before a juvenile is placed in a training session they must be pre-screened to examine their risk and severity of aggression. This allows the teachers to have a better understanding of the students they have in the class and how to control them.

ART focuses on repetitive learning and applied learning. There are three main components of ART. The first component of ART is structured learning. Structured learning helps teach positive social skills through social interactions and role-play. The next component is anger control training. This component helps juveniles recognize their internal and external triggers and teaches them to control their anger. The final component of ART is moral reasoning. This component teaches juveniles to learn values and reasoning from moral and ethical dilemmas.

H. Conclusion

These programs all offer options and sessions that are designed to help the violent juvenile become less violent. Each program focuses on different aspects to help the juvenile become less violent. These programs all have unique aspects that they feel helps the juvenile.

II. SECTION II- EFFECTIVENESS OF THESE PROGRAMS

A. Introduction

Every year there are many programs are created that attempt to help violent juveniles. Most of these programs are unsuccessful and do not actually help violent juveniles. It is important to perform studies and evaluations of programs to help manage and teach the workers. Evaluations and studies also help programs improve their overall effectiveness.

B. Project Broader Urban Involvement and Leadership Development

Project BUILD has been found to overall be very effective. Lurigio et al. (2000) studied the impact that Project BUILD's curriculum had at reducing juveniles recidivism rate. This study used two groups of juveniles, 60 of which participated in the BUILD curriculum and 60 that did not. Both of these randomly sampled groups were incarcerated at the Cook County Illinois Juvenile Detention facility. These groups together consisted of juveniles ages 10-17, 66% male, 72% African American, 16% Hispanic, 6% White and 6% other.

This study was conducted one year after completing the program for the BUILD group and one year after release for the non- BUILD group. This study examined BUILD's curriculum's ability to reduce recidivism for juveniles in the Cook County Illinois Juvenile Detention facility. This study used three methods of research. The first was interviews. This study interviewed the caseworkers, teacher and students to examine their overall thoughts on the participant's ability to not reoffend.

The next method of research used in this study was focus groups with the participants. The main purpose of these focus groups was to have the participants explain

why they felt the need to reoffend or not. The last method of research used was surveys. The purpose of surveys was to examine what new crimes were committed and other important data from the students.

This study found that Project BUILD was overall very effective. Of students that participated in Project BUILD's curriculum only 33% reoffended. Of the participants that did not participate in Project BUILD's curriculum 57% reoffended within a year. It is clear that if Project BUILD's curriculum can decrease recidivism by an extra 24% then the overall curriculum is very effective.

C. Big Brothers Big Sisters

Tierney et al (2000) studied Big Brothers Big Sisters and found the program helpful in reducing physical aggression. They used a randomized design to gather their data. They choose eight Big Brother Big Sisters sites that have large caseloads with waiting lists. They studies 1,138 youth, 571 youth were immediately placed with a mentor and 567 youth were placed on a waiting list. All of these youth were between 10 and 16 years old, 60% were boys and 56% were minorities. Most of the youth were from single-family homes and had a history of family violence and/ or substance abuse. The youth that were placed with mentors meet on average for a 12-month period and meet with these mentors three times a month for four hours each.

To gather the data for this study two sets of surveys were sent to the youth, their parents/ guardians and the case manager. The first survey was sent at baseline, when the youth were placed with Big Brother Big Sisters or placed with a mentor. The second survey was send 18 months later.

To measure the results of these surveys the Self- Perception Profile for Children, School Value Scale, Inventory of Parents and Peer Attachment, Features of Child's Friendship Scale and Self Image Questionnaire for Youth were all used. This study found that the youth that were placed with a mentor had more pro social activities, less physical aggression and a more positive relationship with their families.

D. Second Step: Violence Prevention Curriculum

Frey, Nolen, Schoiack-Edstrom and Hirschstein, evaluated Second Step in 2005 and found that it during the second year of the program juveniles experienced a positive change. They evaluated this program in 15 elementary schools from three different cities. This study had two groups. The first consists of 436 students that did not participate in Second Step. The other consisted of 462 students that participate in Second Step. Both groups were similarly broken down by race, age, gender and ethnicity. This study was completed over a two-year period.

The first method of data collection was surveys distributed to the student's teachers. These surveys were designed to use the School Social Behavior Scale and collect data on how frequently the student was antisocial, responded to physical aggression, verbal aggression. These surveys found that during the first year there were no major changes in the youth. At the end of the second year the control group became more antisocial and the evaluated group gained social competence.

A second set data of was collection by observing the youth play the prisoner dilemma game. The children who played against each other were the same sex, in the same grade. The children got to choose between self-interest missions or group missions. For each positive option the group or individual choose they would get a certain amount

of points. It was found that the control groups typically choose individual missions and had lower ending score. The groups that participated in Second Step always choose to work together and scored more overall points than the control group.

E. Cognitive Behavioral Intervention Trauma in School

There has been two main evaluations of CBITS, both of these evaluations occurred in 2003 and both found CBITS was effective in their overall goal. Stein et al (2003) compared students in CBITS and students on the waiting list for CBITS. They performed an evaluation three months into the program and six months into the program. This evaluation tested four things. The first evaluation examined PTSD scores between the two groups. At the three month evaluation 86% of students in CBITS reported lower PTSD scores. At the six-month mark the two groups showed no difference. The next evaluation that was completed looked at the students behavioral conduct in school. At the three and six-month evaluation date there was no difference between the two groups.

The next evaluation evaluated symptoms of depression that the youth reported to the individual therapist. Three months into CBITS 67% reported less depressive symptoms. At the six-month mark, there was not a significant difference between the students enrolled in CBITS and not enrolled. The final evaluation that was completed evaluated the psychosocial dysfunction in the youth as reported by their parents. Parents at the 3 and 6-month mark reported similar levels of psychosocial dysfunction.

Kataoka and colleagues completed the next study in 2003. They also compared the two groups of students, one group enrolled in CBITS and one on the waiting list. They examined depressive symptoms using Child Depression Inventory and PTSD symptoms using the Child PTSD Symptom Scale. They found after three months in the

program the Child Depression Inventory found that the average score of the students in CBITS decreased from 16.3 to 13.5. The scores for the students who did not participate in CBITS did not show a significant decrease in depression. The same was true when examining the Child PTSD Symptom scale. It found that students in CBITS had their scores decrease from 18.8 to 13, while the waiting groups did not significantly decrease.

F. Aggression Replacement Training

Recently, there have been two main studies of Aggression Replacement Training (ART). The first study was performed by Washington State Institute for Public Policy (2004). The Washington State Legislators passed the Community Juvenile Accountability Act (CJAA) in 1997. The main goal of CJAA was to cost effectively help reduce juveniles crime by establishing research-based programs. ART was included in the nations first statewide experiment concerning research-based juvenile justice programs.

For this first experiment 44 courts were able to select from four different programs whose main goal was to reduce recidivism rates for juveniles. 21 different courts selected ART as their program for their court. For this program an 18-month recidivism rate was examined. There were two different groups for this study the control group, that did not participate in ART but would qualify, and the experimental group, that participated in ART.

It was found that ART significantly decreased recidivism rates in the experimental group of juveniles. They found that felony recidivism dropped by 24%. They also found that the cost to benefit ratio was \$11.66. At the end of the study the courts rated themselves on how competently they administered ART. It was found that

the courts that reported completely effectively administering ART had lower levels of recidivism.

Gunderson (2006) completed another study of ART. There were also two groups for this study, one control group, who did not participate in ART, and one experimental group, that did participate in ART. For this study teachers, parents and juveniles all reported improvements that they observed. These reports were placed onto the Social Skills Rating System. There were no significant changes for the control group on the Social Skills Rating System.

Parents and teachers reported similar results for the students involved in ART. They reported improved social skills and decreased behavior problems. Juveniles did not report any significant changes to their social skills or behavioral problems. It is clear from these two studies that ART is effective in reducing recidivism rates, increasing social skills and decreasing behavior problems.

G. Conclusion

Studying and evaluating programs allows for many things. It first allows the community and funders to know how effective a program is. It can help figure out what is working and what is not working. It also allows the program to change and become better. If a program does not know what is wrong with it then it is unable to become more effective. Finally a program evaluation can help teach the staff how to better teach the program.

III. SECTION III- THEORETICAL FRAMEWORK

A. Introduction

There are many criminal theories that can be used to explain why some juveniles are violent. Two of these theories are differential association and life course theory. These theories can be used to explain why some juveniles become violent and what events led them to become violent. These two theories examine different aspects of a juvenile's life but both offer credible explanation of why juvenile violence occurs.

B. Differential Association Theory

Sutherland (1947) first presented differential association theory as a crime predictive theory in 1939 and then revised it in 1947. This theory suggests that people have differential access to criminal values. This access to criminal values is gained through a person's interaction with others. These criminal behaviors are learned the same way that law-abiding values are learned (Bosiakoh, 2012). When people interact with others they observe situations, both criminal and law-abiding. These situation that were observed lead to the person learning values. The people that a person chooses to associate and interact with teach then these values.

Sutherland (1947) found that people learn both behaviors and norms through intimate interactions with others. Once differential association occurs the person's attitudes towards anything change. A person performing the original observed or taught behavior typically follows after their attitude changes.

There are nine core principles of Sutherland's 1947 differential association theory. The first is that criminal behavior is learned and not inherited. These behaviors

are not biological and people are socialized to be criminals. The next principle is that criminal behavior is learned through commination and association with others. This commination and association can be both verbal and non verbal. The third principle is that a person does not learn from all their commutation with humans. For a person to learn from another the commination must be in a small intimate group with face-to-face communication. These small groups could be peers, family or any other intimate group of people. This means that a youth cannot learn criminal behaviors through movies or news outlets.

The fourth principle is that these learned behaviors include skills, motivations, justifications and general behaviors outlooks. The next principle suggests that a person learns motive and drives to commit crime through unfavorable interpretations of legal codes. Principle number six suggest that a person may have favorable law abiding communication with other intimate people in their lives but if the unfavorable criminal communication out weighs the favorable then a person will choose to become a criminal.

The seventh principle of this theory suggests that the earlier a person is exposed, the longer they are exposed and the frequency that they are exposed all affect the likelihood of them committing criminal behaviors. Principle eight states that learning criminal behaviors use the same mechanism as learning any other skill. The only difference is that negative content and motives are learned. The last principle states that a person's choice to become a criminal is based on the same needs, values and goals as non-criminals.

Even though this theory is directed to explain why people commit crimes it can also be used to explain why some juveniles are violent. These juvenile's learn these

violent behaviors from intimate groups that they associate with. It is clear that differential association can also be applied to violent juveniles. When juveniles interact with violent juveniles they are more likely to become violent themselves. This is because they learn the violent behavior and motives behind the behaviors and therefore become violent themselves.

The earlier children are exposed to violent behaviors and the longer they are exposed increases the likelihood of them becoming violent. People learn that being violent will fulfill their motives and goals. There may be people in these youths lived who try to teach them that violating the law and being violent will not get them what they want but if others are teaching the child that law violations and violence is good and the law violations and violence outweigh the law abiding then these children will be violent.

C. Life Course Theory

Another theory that can be use to explain why some juveniles are violent is life course theory. This theory examines the social bonds a person has from adolescents to adulthood. This theory suggests that behavioral problems tend to occur in an “orderly fashion” (Sampson & Laub, 1993). This theory analyzes people’s lives with in structural, social and cultural.

There are five main concepts of life course theory. The first concept is cohorts. Cohorts are a group of people that are born around the same time as a person and therefore tend to experience social change at the same time and age (Bjorklund and Bee, 2008). The next concept is transition. Transition refers to the change in role and status that force people to have distinctly different roles from previously (Hagestad, 2003).

The third concept of trajectory refers to the long-term pattern of stability and change that a person experiences. A person's life events is the next concept in this theory. Life events are major events that force a quick change that typically has potential to produce serious and long lasting affects. The final concept is turning point. This concept refers to a life event or transformation that changes the way that a person views themselves in relation to the world.

Overall life course theory attempts to draw a connection between different life events that a person experiences and the actions that a person does (Hutchison, 2011). These experiences can be passed from one generation to the next. The life events in one person's life can affect the next generation. These life events and turning points can play a major roll in making a criminal.

When applying life course theory to juveniles violent it is clear that some of these juveniles do not have a choice but to be violent. From a very young age some juveniles have experiences major life events that may have cased them to have a turning point in their life. This turning point may have been the time that they now view themselves as a tough person. This new view of themselves can case them to become more violent. When looking at violent juveniles a pattern and history will be observable in their past that has caused them to become violent. This observable history will show why and how the juvenile became violent.

After reviewing differential association and life course theory it is clear to see why some juveniles are violent and some are not. Some juveniles have learned to be violent from intimate people in their lives. These learning experiences have the potential to cause a juvenile to have a turning point in life where they change how they view

themselves. When a juvenile is taught over and over again about violence and how it can help them they experience a transition in their life to a life of violence.

D. Conclusion

When looking at the reasons why juveniles are violent it comes down to two main reasons. The first reason is that the juvenile is socialized to be violent. These juveniles are not biologically violent; they have learned violence from people they are intimate with. Another reason why juvenile can be violent is because different life events have lead them to be violent.

IV. SECTION IV- RECOMMENDATIONS

A. Introduction

After reviewing five different programs aimed to help juveniles become less violent it is clear that to create the perfect environment to help a juvenile who are incarcerated become less violent many different aspects of programs need to be used. A program need to address more than just a juvenile's violence. They need to address underlying issues such as depression, lack of social skills, lack of pro-social adult figure, behavioral issues, negative family relationships and PTSD. By addressing underlying issues as well as physical aggression issues juveniles will have a better chance of being less physically aggressive.

B. Curriculum

Offering juveniles curriculum has been found to be very helpful in rehabilitating the juvenile offenders. Curriculum can reduce recidivism rates by 24% (Lurigio et al., 2000). Curriculum can also help create positive bonds between juveniles. This bond helps juvenile's increase their social skills and gain social competence. Teaching juveniles positive behaviors has also been shown to decrease behavioral issues.

Many prisons and jails for juveniles offer positive learning curriculum. After examining the studies and evaluations of Project BUILD, Second Step and ART it is clear that just generally having a positive learning curriculum will not be as effective as it

needs to be. It is clear that the proper curriculum can significantly decrease recidivism rates. One program alone can decrease recidivism by 24% (Lurigio et al., 2000). By using different aspects of these three programs/ curriculums an overall effective curriculum can be devolved for incarcerated violent youth.

To create an overall effective curriculum, portions of Project BUILD, Second Step and ART can be used. Juveniles who are violent need to learn many different things. They first need to learn positive decision-making skills. This will allow them to reduce their impulsive decisions. They also need to learn how to manage their anger and what alternatives to violence they can use. They finally need to learn empathy and how their violence is affecting other people. Using different aspects from these positive curriculums will create an overall program that will be more effective than all three programs.

C. Group Therapy

CBITS found that when juveniles who are in group therapy tend to participate more than individual therapy. Group therapy can be used to address many underlying issues that violent incarcerated juveniles may have. Some of these are PTSD and depression. By addressing the underlying issues the youth will be better able to control their emotions.

Group therapy has also been found to increase a juvenile's social skills. By increasing a juvenile's social skills the juvenile will be better able to positively communicate with others. These social skills will also help them gain more social competence. By addressing underlying issues and creating more social skills juveniles will be better able to regulate themselves and make positive decisions.

D. Mentor

After reviewing the evaluations and studies of Big Brothers Big Sisters it is clear that having a positive adult figure in a violent juveniles life can help them become less violent. If incarcerated violent juveniles were provided with a positive adult mentor before release they could help them in many different ways.

This mentor can help the juvenile form a bond with their community. By taking the juvenile to positive social activities forms the bond with the community. Having a bond and being involved in the community will help a juvenile feel more accepted and less aggressive. By going to these activities the juvenile will also gain social skills.

The review of Big Brothers Big Sisters also shows that having a mentor helps juveniles have a more positive relationship with their families. This is due to the fact that this mentor will become a positive relationship for the juvenile. These positive relationships help the family's discipline and control a violent juvenile. Life Course Theory suggests that if juveniles have the ability to change. Change can occur when a mentor or positive adult figure comes into a child's life and has the ability to This change is more likely to occur when it happens early in a child's life.

E. Conclusion

It is clear that to effectively help violent incarcerated juveniles incarcerated many different programs should be used. By providing the juveniles with curriculum they are able to gain more social skills and learn about different aspects of behavior. To address violence the program must also address underlying issues that the juvenile is

experiencing. Providing group therapy to juveniles will allow them to help address these underlying issues. As juveniles are transitioning out of prisons, providing them with a mentor can help the transition process. This mentor can offer support as a positive adult figure and can also help the juveniles form a better bond with their community.

V. SECTION V- SUMMARY AND CONCLUSION

It is clear that many juveniles are incarcerated and reoffend due to their violent behaviors. Our current juveniles justice system is not doing enough to help these juveniles learn how to control their aggressive behaviors and become active members of society. Jails and prisons need to properly rehabilitate violent juvenile offender to lower recidivism rate.

There are many theories that attempt to explain why some juveniles are violent. Life course theory suggests everyone has connection between different experienced life events and actions that a person does due to these life events. If a juveniles experienced life events that lead to positive thoughts about violence the juvenile is more likely to become violent. Another theory that attempts to explain why juveniles are violent is differential association theory. This theory suggests that people juveniles learn behaviors and norms through interactions with others. This means that juveniles who are violent have learned these violent behaviors from other people in their lives.

There are many programs designed to help juveniles become less aggressive. Project BUILD provides juveniles the opportunity and outlets to decrease their aggressive tendencies. Big Brothers Big Sisters provided mentors for at risk children. These mentors help the juvenile bond with the community and therefore lower their risk of become more

violent. Second Step helps violent juveniles reduce impulsive and aggressive behaviors by increasing their social competency skills. CBITS attempts to reduce underlying factors that may cause youth to become more violent. ART teaches juveniles pro-social behaviors through building social skills, emotional controls and teaching moral reasoning.

There have been many reviews, evaluations and studies of all these programs. Overall these reviews, evaluations and studies have found these five programs to be overall effective in reducing violent tendencies in juveniles. It is important to review, evaluate and study programs to help ensure they are successful.

After reviewing these programs and examining the reviews, evaluations and studies of these programs it is clear that to effectively rehabilitate violent offenders three different aspects must be in place. The first is that the jails and prisons must teach these offenders through curriculum. The second is that they must provide juveniles with group therapy. Finally, providing violent juveniles with a mentor will allow the juvenile to become better rehabilitated.

It is clear that violent juveniles learn these violent techniques from life events and interaction with others. When these juveniles become incarcerated it is the systems job to properly rehabilitate them so they do not reoffend. Albert Einstein is accredited for saying, “the definition of insanity is doing the same thing over and over again, but expecting different results”. This is what we are currently doing in our violent juveniles who are incarcerated. We are incarcerating them, not properly rehabilitating their violent tendencies, releasing them and then we are surprised when the process happens all over

again. It is clear that something's needs to change in the system for violent juveniles.

VI. SECTION VI- REFERENCES

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