

Youth Delinquency: Integrating Delinquent Youths Back to Society

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OVERVIEW

In this session, we will share on:

- Going beyond therapy to help youth delinquents internalize families' belief systems and their phases of acceptance.
- Assimilating positive influence of coping behaviors into practice to avoid re-offence.
- Modern psychology intervention in prosocial behaviors that extends beyond the client.

- Generally considered as a child/adolescent in conflict with authorities, but age range to qualify differs per country.
- Concerning behavior includes vandalism, theft, substance use, disorderly conduct, property damage, bullying, and simple assaults.
- Status offenses: running away, disobeying parents, curfew violations, alcohol possession
- Early intervention critical to prevent more serious anti-social behaviors as an adult.

Youth Delinquency

Causes

- No single path to delinquency.
- The presence of several risk factors often increases a youth's chance of offending.
- Studies also point to the interaction of risk factors, the multiplicative effect when several risk factors are present, and how certain protective actors may work to offset risk factors.



Restorative Justice

The goal is to turn juvenile delinquents into productive citizens by focusing on treatment rather than punishment, and on restoring relationships in the community.

Compass of Shame (adapted from D.L. Nathanson, Shame and Pride, 1992)

Withdrawal:

- isolating oneself
- running and hiding

Other:

• turning the tables'
• blaming the victim
• shouting verbally
• physically



Attack Self:

- self put
- masoch

Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking

Accountability in the Restorative Framework

- **Owning** our mistakes-- accepting responsibility for the harm we have caused;
- **Understanding** the impact of our actions on others;
- **Repairing** the harm— e.g., "making it right."



Risk-Need-Responsivity Model (Andrew & Bonta, 2006)

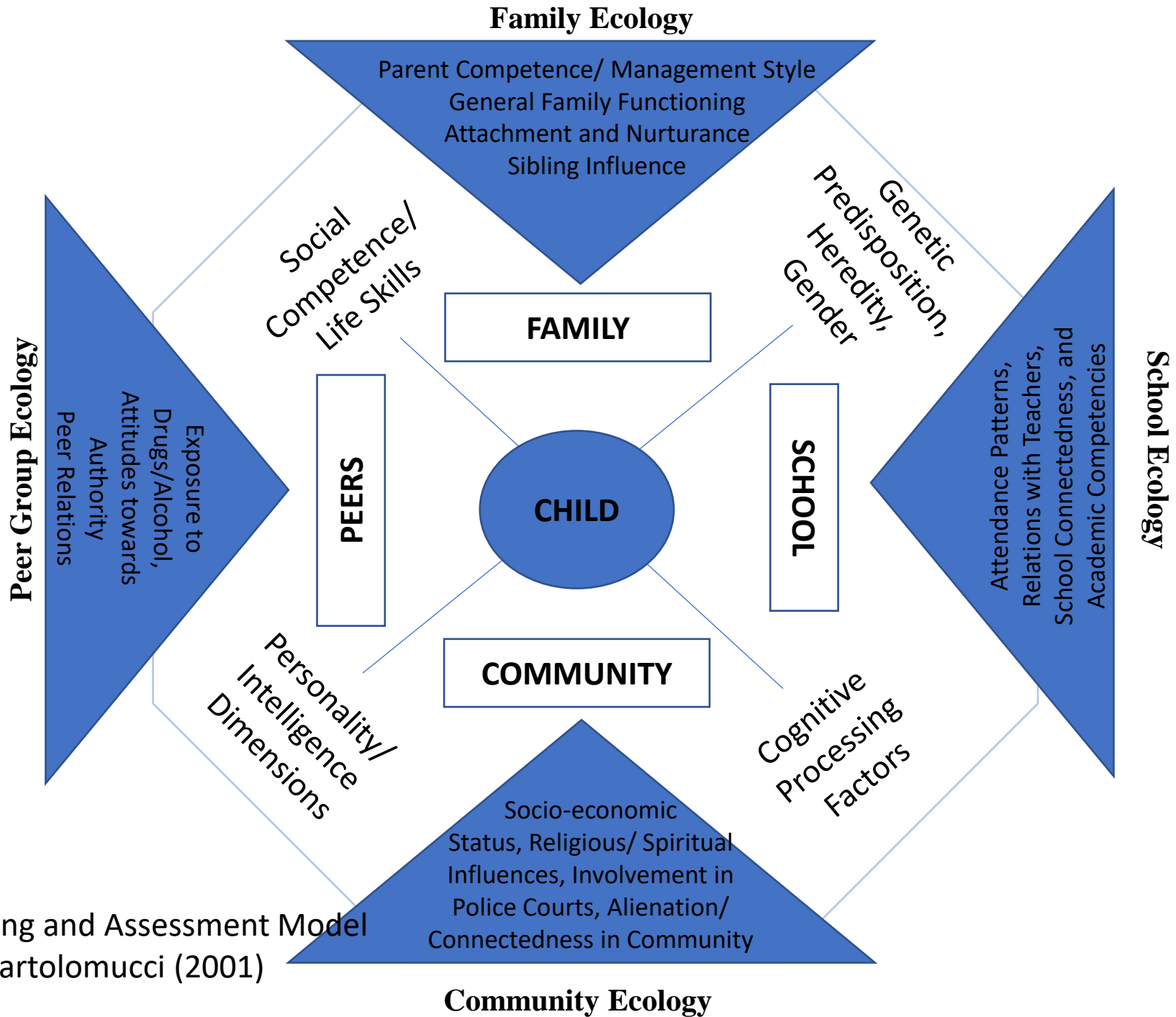
- 1. The Risk Principle**
(WHO?)
- 2. The Need Principle**
(WHAT?)
- 3. The Responsivity Principle**
(WHERE & HOW)

***The Professional Discretion Principle**



MAJOR RISK/ NEED FACTOR	INDICATORS	INTERVENTION GOALS
Antisocial Personality Pattern	Impulsive, adventurous pleasure seeking, restlessly aggressive and irritable	Build self-management skills, teach anger management
Pro-criminal Attitudes	Rationalizations for crime, negative attitudes towards the law	Counter rationalizations with prosocial attitudes; build up a prosocial identity
Social Support for Crime	Criminal friends, isolation from prosocial others	Replace procriminal friends and associates with prosocial friends and associates
Substance Abuse	Abuse of alcohol and/or drugs	Reduce substance abuse, enhance alternatives to substance use
Family/Marital Relationships	Inappropriate parental monitoring and disciplining, poor family relationships	Teaching parenting skills, enhance warmth and caring
School/Work	Poor performance, low levels of satisfactions	Enhance work/study skills, nurture interpersonal relationships within the context of work and school
Prosocial Recreational Activities	Lack of involvement in prosocial recreational/leisure activities	Encourage participation in prosocial recreational activities, teach prosocial hobbies and sports

SOURCE: Public Safety Canada



The Juvenile Counseling and Assessment Model
 Calhoun, Glasser, & Bartolomucci (2001)

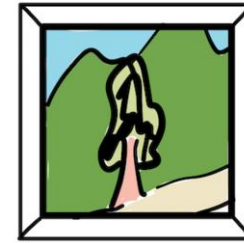
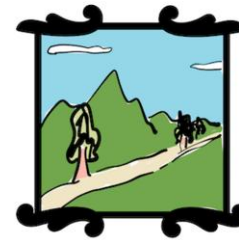
Joey (16, M)

- Finds home life boring, parents like to give “sermons”
- Likes embarrassing teachers “You’re not good at what you do!”
- Underperforming at school (IQ test: average but verbal vs. performance IQ disparate)
- Parents relatively well-off, marriage on the surface is functional
- Joined local “gangs” – vices (cigarettes, alcohol, computer games, drugs, prostitution, theft)
- Motivation: “*Sikat ako*” (“*I am famous*”) speaks with pride that he is notorious in his community
- Empathy, understanding of social norms underdeveloped
- Rationalizations (THIEF: trying to do what he needs to do to make money)
- Overspends, like flashy expensive clothes and gadgets
- BIG DREAMS: wants to be a pilot
- Projectives: parents are always fighting, feels alone. Characters who do not want to attend to emotions

Re-establishing Relationships

The Power of Positive Reframes

- Seeing the strength in challenging behavior helps family and community re-tell the child's narrative in a more positive way.
- *Find the good offenders get from the bad. [NEEDS]*



FAMILY ASSESSMENT



What increases risk:

1. Deficiencies in parental monitoring and discipline
2. High rates of conflict and low rates of communication and problem-solving
3. Lack of parental investment in and attachment to their children
4. Parental history of drug use and antisocial behavior

*Dishion & McMahon, 1998; **Newcomb & Felix-Ortiz, 1992; ***Brook, Whiteman, Nomura, Gordon, & Cohen, 1988; ****Hawkins, Catalano, & Miller, 1992

What Helps?

1. Parent Training (not 1-shot)
2. At Home Case Monitoring
3. Family Therapy (Structural & Strategic Interventions)



Mentorship, Education, and Employment Opportunities

- Youth eligible to return to school will be better prepared to persist and succeed in the community setting.
- Individuals who have jobs are less likely to engage in crime; however, youth exiting secure care and seeking employment often encounter obstacles.

SOURCE: youth.gov



Continuous Mental Health and Behavioral Support

- Connecting clients to community-based treatment and support services
- Treatment of other mental health concerns

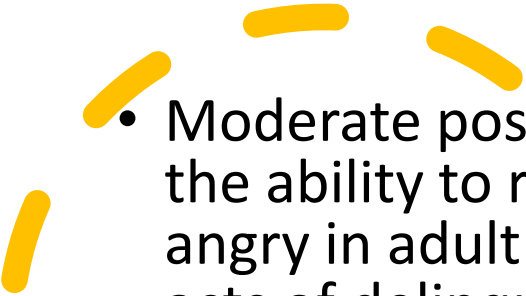


Targeting Empathy

- Empathy is a critical component for inhibiting aggressive and delinquent behavior. (Carlo et al., 2010, Mestre et al., 2002b, Van der Graaff et al., 2012).

“Have you ever felt bad after hurting someone--- at any time in your life?”

- Processing automatic thoughts that justifies and rationalizes harm done to another.
- “Killing feelings as a survival skill = killing empathy/ feeling numb

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- Moderate positive relationship between the ability to recognize the expression angry in adult faces and self reported acts of delinquent behavior
 - Moderate inverse relationship between the ability to recognize the emotions in child's faces and self-reported acts of physical violence.
 - Strong inverse relationship between ability to empathize and self-reported acts of delinquency

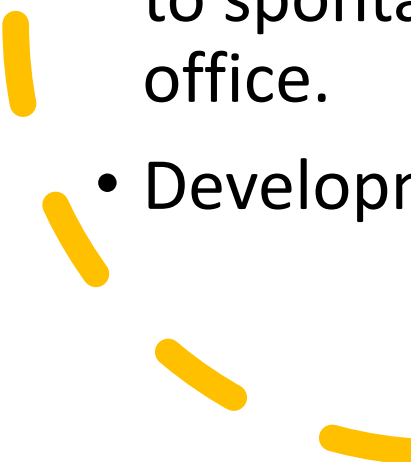
(Carr & Lutjemeier, 2005)



Emotional & Social Cues



Environmental Change + Adventure

- At-risk youth tend to find traditional counseling interventions challenging, due to the need to be verbal in disclosing thoughts and feelings.
 - Adventure-based counseling (Fletcher & Hinkle, 2002), provides an alternative treatment modality that maximizes the client's tendency to spontaneously self-disclose in environments outside the counseling office.
 - Development of Peer Support Systems
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To Rule Out Other Concerns

- Intellectual/ Learning Disabilities
- Neurodevelopmental Conditions
- Mood Conditions
- Substance Use Disorders
- Personality Disorders

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.

- Janet Lansbury

Thank
you

