



National Institute of Corrections

Office of Juvenile Justice
and Delinquency Prevention

JUVENILE FEMALE OFFENDERS: HOW DO YOU MEET THEIR NEEDS IN YOUR JUVENILE JUSTICE SETTING?



Presented at the 2006 National Juvenile Corrections and Detention Administrators Forum
Pittsburgh, Pennsylvania

May 1, 2006

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NATIONAL INSTITUTE OF CORRECTIONS

MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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ACKNOWLEDGMENTS

The National Institute of Corrections, Academy Division is appreciative of the continuing support of and our long term collaboration with the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

We are indebted to our OJJDP Program Manager, Gwendolyn Dilworth, for her diligent day to day support of our continuing federal partnership with OJJDP.

We are able to offer this much requested program, and this presentation to the juvenile justice field through our continuing Interagency Agreement with OJJDP. Special thanks go to Donna Ray, former Director, OJJDP Demonstration Programs Division, and Dennis Barron, Federal Marshals Service, formerly our OJJDP Program Manager for their past contributions to this project.

We extend grateful thanks to the training resource personnel who have been involved in this training program development project from conception through continuing deliveries.

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**Juvenile Female Offenders:
How Do You Meet Their Needs in Your Juvenile Justice Setting?**

06D7006
May 1, 2006

Presented at the 2006 National Juvenile Corrections and Detention Administrators Forum

Presentation Overview

1:45 pm **Introduction** Leslie LeMaster

- Introduction to NIC and OJJDP's Collaboration

Current Perspective: Research Into Practice on Juvenile Female Offenders

- A Look Back . . . How Did We Get Here?

Current Research - A Look at the Work of OJJDP's Girls Study Group

NIC's Approach to Address the Issue

Curriculum Excerpt:

NIC/OJJDP's Meeting the Needs of Juvenile Female Offenders

Section One: Defining the Context for Our Exploration of Female Responsive Services in the Juvenile Justice System

- What Is the Female Responsive Lens?
- Activity Demonstration

Curriculum Overview

- How Do We Access This Program?
- Resource CD
- For More Information . . .

Summary

3:15 pm **Presentation Concludes**

National Institute of Corrections
Academy Division

Office of Juvenile Justice and
Delinquency Prevention

**Juvenile Female Offenders:
How Do You Meet Their Needs in Your Juvenile Justice Setting?**

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Presented at the 2006 National Juvenile Corrections and Detention Administrators Forum

Presenter

Leslie S. LeMaster . . .

National Institute of Corrections Academy Division, 1960 Industrial Circle, Longmont, Colorado 80501, (303) 682-0382, toll free (800) 995-6429, ext. 121, fax (303) 682-0469, e-mail llemaster@bop.gov

is a Correctional Program Specialist with the National Institute of Corrections Academy Division. Prior to joining the Academy staff in October, 1998, Ms. LeMaster was a Staff Development Specialist III with the North Carolina Division of Youth Services (DYS), now the North Carolina Department of Juvenile Justice and Delinquency Prevention, a cabinet level agency.

Since joining NIC, Ms. LeMaster has co-managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), through which training and technical assistance services are offered to organizations and professionals in the juvenile justice field. She also manages and develops blended delivery leadership, management, and training skill development programs open to all adult corrections professionals at the federal, state and local levels.

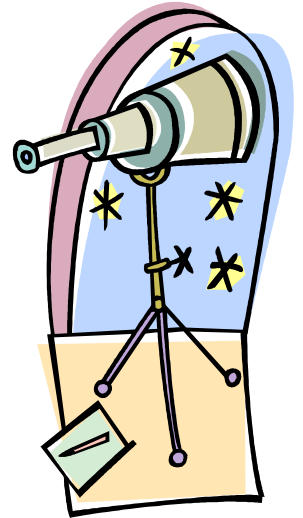
She has coordinated the development of several custom juvenile justice curricula since joining NIC, including ***Meeting the Needs of Juvenile Female Offenders***, formerly known as *Services and Programs for Juvenile Female Offenders*.

Ms. LeMaster holds Bachelor and Master of Arts degrees in Political Science from Appalachian State University.

WHAT IS THE CURRENT STATE OF RESEARCH ON JUVENILE FEMALE OFFENDERS?

Let's Take A Look Back to Gain Perspective . . .

1950's	Delinquents are "rogue males" ¹
Mid 1960's	Data collection (minimal efforts) begins on girls as juvenile offenders, as there was an increase in female delinquency rates
1970s	Female delinquency rates continue to rise ²
Mid '70s – Mid '80s	Researchers began to take note of increasing data on girls in the juvenile justice system ³
Late 80s	The Valentine Foundation of New York publishes its recommendations for working effectively with girls
1990s	Research on girls in the juvenile justice system begins in earnest from various sources – academics and governmental agencies
Mid 90s	OJJDP initiates its own Gender Specific project to target the needs of girls
1995	NIC and OJJDP collaborate to design <i>Services and Programs for Juvenile Female Offenders</i> training program, targeted to the juvenile justice arena
1998	OJJDP commissions and releases <i>Juvenile Female Offenders: A Status of the States Report</i> ⁴
2003	NIC refocuses their training program to a "How to create and program for girls" focus in response to national needs assessments; new program is entitled <i>Meeting the Needs of Juvenile Female Offenders</i>
2003	OJJDP solicits applicants for the formation of the Girls Study Group
2005	Girls Study Group begins work; begins research projects toward goal of a model of juvenile female delinquency ⁵



¹ Plan for a Continuum of Community Based Services for Female Status Offenders and Delinquents, DCF Girls' Services Steering Committee, February 14, 2005, (2nd edition), at http://www.state.ct.us/dcf/DCF_Girls_Services_Action_Plan_2nd_edition.pdf

² Chesney-Lind, M. (1979) "Young Women in the Arms of the Law." In *Teenage Women in the Juvenile Justice System: Changing Values*, Ruth Crown and Ginny McCarthy, eds. New Directions for Women, Tucson, AZ.

³ Bergsmann, I. (1989). The Forgotten Few – Juvenile Female offenders. *Federal Probation*, 73-74.

⁴ Maniglia, R. (1998) *Juvenile Female Offenders: A Status of the States Report*. Office of Juvenile Justice and Delinquency Prevention, Washington, DC., at <http://ojjdp.ncjrs.org/pubs/gender/>

⁵ Girls Study Group web site at <http://girlsstudygroup.rti.org/>

Current Research – A Look at OJJDP’s Girls Study Group

The following is excerpted from materials available on-line from a **Webcast on Girls Involved in the Criminal Justice System** [04/06/06]⁶ The material is excerpted verbatim to protect the integrity of the content and context.

Girls Study Group

- ❖ Multi-disciplinary group of researchers and practitioners
- ❖ Convened to:
 - Study patterns, causes and consequences of female delinquency
 - Develop a theory of female delinquency
- ❖ Identify effective strategies to prevent and reduce female involvement in delinquency
- ❖ Funded by the Office of Juvenile Justice and Delinquency Prevention

Mission of the Girls Study Group . . .

- ❖ Understand girls patterns of delinquency, their pathways to and desistance from delinquency
- ❖ Identify relevant risk and protective factors
- ❖ Identify gaps in research as it relates to girls and delinquency
- ❖ Effectively communicate findings both to the research community and to those who have the responsibility to intervene in the lives of girls at risk for or currently involved in delinquent behavior
- ❖ Identify and promote effective programs and policies

Girls Study Group Members

Available on-line at http://girlsstudygroup.rti.org/index.cfm?fuseaction=dsp_members

⁶ The archived presentation is available at <http://www.mchcom.com/archivedWebcastDetailNewInterface.asp?aeid=362>.

What Have They Discovered To This Point?

The following is excerpted from materials available on-line from a **Webcast on Girls Involved in the Criminal Justice System** [04/06/06]⁷ The material is excerpted verbatim to preserve the integrity of the content and context.

Trends in Girls Violence

Official data sources show an increase in female arrests for aggravated and simple assaults

- Data sources: Uniform Crime Reports
- Time frame: 1980 – 2003

In contrast to official arrest statistics, self-report data from Monitoring the Future⁸ show:

- Levels of assault for juvenile females and males have been fairly constant over the past two decades
- Female involvement in violence has not increased relative to male violence

Victimization data from the National Crime Victimization Survey also show little change

- Thus, there has been more change in girls' arrests than in underlying violent behavior of girls

Gender Differences in Causes and Correlates of Girls' Delinquency

Girls and boys experience many of the same risk factors, but they differ in sensitivity to and rate of exposure to these factors

The following risk and protective factors are associated with delinquency in both girls and boys:

- Family dynamics – structure and stability, supervision and control, family criminality, maltreatment
- School involvement
- Availability of community-based alternatives to detention

⁷ The archived presentation is available at <http://www.mchcom.com/archivedWebcastDetailNewInterface.asp?aid=362>

⁸Monitoring the Future – A Continuing Research Study of American Youth; availab at <http://www.monitoringthefuture.org/>

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Gender Differences in Causes and Correlates of Girls' Delinquency

The following risk and protective factors are especially **gender-sensitive**:

- Early puberty
- Witnessing family violence
- Cross-gender peer influence
- Responsivity to religion
- Attachment and bonding to school
- Neighborhood disadvantage

There are differential rates of exposure, **by gender to**:

- Supervision and control
- Sexual assault
- Community violence

Peer Dynamics* (Giordano, 2005)¹⁰

- Girls have fewer delinquent peer associations
- Both boys and girls are influenced by romantic partners when serious delinquency is an issue
- However, girls may be **more influenced by the delinquency of romantic partners**, especially for committing minor delinquent acts

⁹ The archived presentation is available at <http://www.mchcom.com/archivedWebcastDetailNewInterface.asp?aeid=362>

¹⁰ Literature Review for the Girls Study Group, Dr. Peggy Giordano, "Peer Influences on Girls Delinquency"

What Have They Discovered To This Point?

The following is excerpted from materials available on-line from a **Webcast on Girls Involved in the Criminal Justice System** [04/06/06]¹¹ The material is excerpted verbatim to preserve the integrity of the content and context.

Pathways to Delinquency

The literature suggests multiple pathways to delinquency, but research is scarce:

- Early puberty + structurally disadvantaged neighborhoods → association with older boys (if delinquent) → delinquency of girls
- Sexual abuse or maltreatment at home → running away → law-violating behavior
- Neglect at home + structurally disadvantaged neighborhoods → gang membership → delinquent activity

A Theory of Delinquency

Research suggests that a theory to explain girls delinquency would involve:

- Sexual abuse or maltreatment history
- Relationships with a delinquent romantic partner
- Disparity between biological and social maturity – maturity gap within a specific context
- Mother – daughter conflict
- Low bonding to conventional institutions – school, church, etc.

For More Information or to contact the Girls Study Group, visit their web site at

http://girlsstudygroup.rti.org/index.cfm?fuseaction=dsp_home

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THE NATIONAL INSTITUTE OF CORRECTIONS APPROACH TO THE ISSUE . . .

- Created *Services and Programs for Juvenile Female Offenders* in 1995, based upon the Valentine Foundation recommendations
- Initial training program had a gender-specific “101”, awareness building focus
- Highly subscribed program
- In 2002, our needs assessment results told us that the juvenile justice arena was ready to go to the next level – help us design and deliver programs and services for girls in our juvenile justice setting
- NIC’s response - *Meeting the Needs of Juvenile Female Offenders*, with a “how to” focus, based upon profiles of the girls served in various service delivery settings
- Used research available at the time (ABA Study of 2002, Guiding Principles for Promising Female Programming, etc.) as our resource base
- Created a training program that was based in “innovation-based practice” – grounded in female-psycho-social development theory, and promising practices of its’ application with girls in justice settings, complemented by emergent research into gender-specific risk factors
- Coined the term “Female-Responsive Services” (FRS) and developed a set of FRS Value Statements to serve as the lens and/or mirror through which juvenile justice organizations could assess their female-responsivity
- Current program is offered in partnership with juvenile justice organizations around the U.S. annually; also available through technical assistance requests
- Highly requested and subscribed
- We continue to partner with our NIC institute wide Female Offender initiative, to support the latest research into practice for adult and juvenile female offenders
- Annually review the program for content and process validity and currency in relationship to the latest research into practice

FEMALE RESPONSIVE SERVICES

Value Statements

Created by Rebecca Maniglia, NIC Technical Resource Provider,
Meeting the Needs of Juvenile Female Offenders, Revised 8/2003.



Female responsive services are inclusive.

- While female responsive services emerge from a desire to recognize the needs of girls, they recognize that girls experience their gender differently.
- Along with gender, a girl's race, ethnicity, class, sexual orientation, and individual life experience shape her understanding of herself and the world.
- Girls are affected by sexism, racism, homophobia, and other forms of oppression. Female responsive services seek to address all these issues simultaneously.

Female responsive services are relational.

- Relationships are important to girls.
- For girls, becoming healthy requires an assessment and potential reshaping of these relationships. Juvenile justice professionals play a key role in helping girls do this work.
- Female responsive services seek to support healthy relationships.

Female responsive services are restorative.

- Girls in the juvenile justice system have caused harm to victims, to their families and to their communities. Female responsive services assist girls to be accountable for their offending behaviors and to make amends toward themselves and to the people they have harmed.
- Female responsive services recognize the trauma histories present for many girls and will intentionally assist girls in addressing the root causes of their behavior in order to begin the healing process and to interrupt the cycle of offending and future victimization.

- Female responsive services seek to restore the relationships harmed by girls' offending behavior and their own victimization histories.

Female responsive services pay attention to societal influences.

- Female responsive services recognize that the lives of girls in the juvenile justice system mirror the experiences of all girls in our society.
- Girls are influenced by what society tells them about how girls and women should be and behave
- Female responsive services seek to understand societal influences, and educate girls about them, while offering alternatives and opportunities for social action.

Female responsive services are multi-leveled.

- What happens on a local, national and international level economically, socially and politically impacts girls in the juvenile justice system.
- Female responsive services seek to promote advocacy for girls and juvenile justice professionals to work at various levels to create positive change in the entire continuum of services for girls in juvenile justice.

Sample Activity from the Program
ACTIVITY INSTRUCTIONS

On your table, you have pink, yellow, and green cards. You will need one of each for this activity.

Reflecting back on the female responsive values, use the cards to capture the information detailed, below. When you are finished, put the cards back into the center of your table.

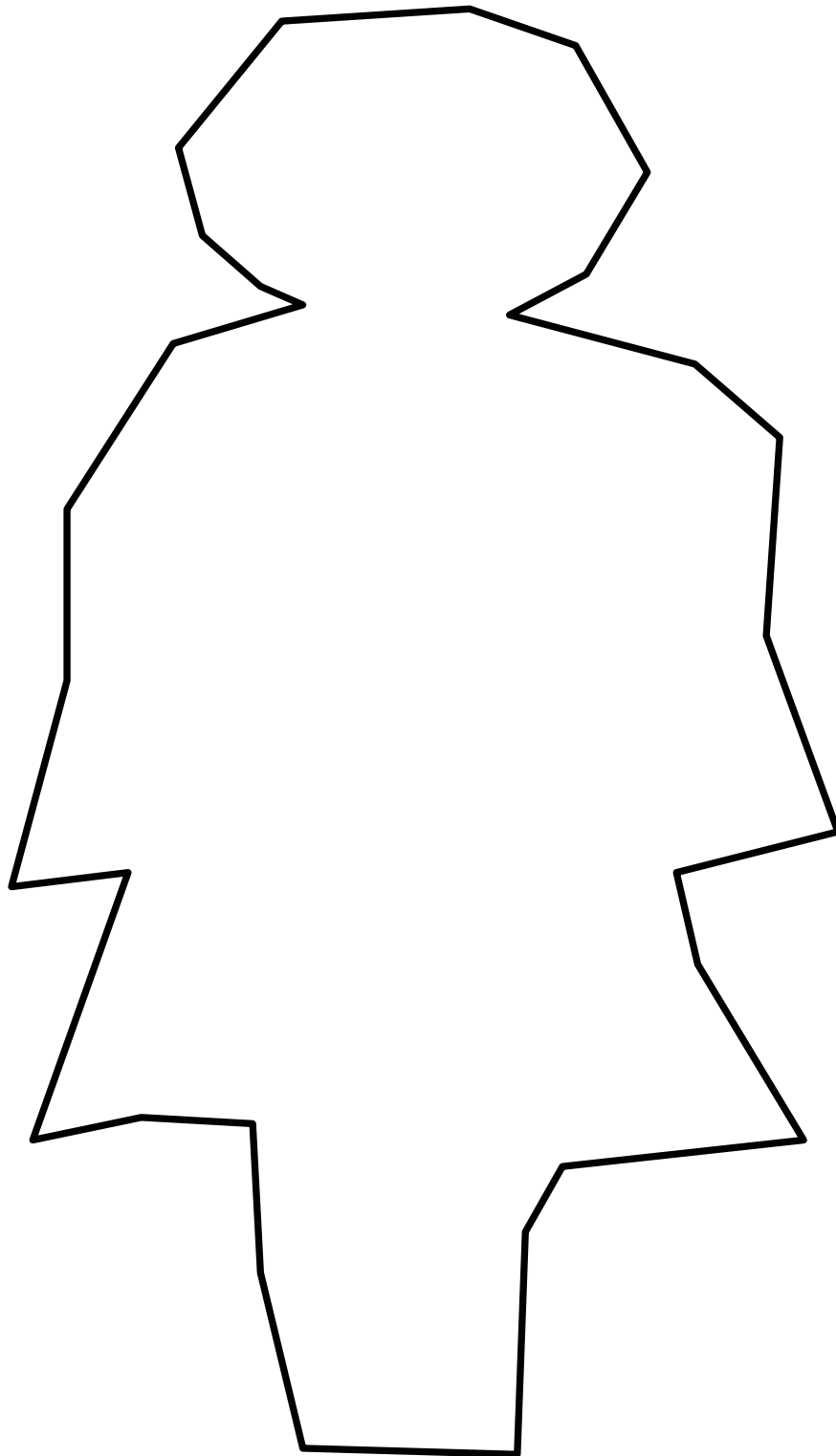
Do not put anything on the cards that would make them identifiable.

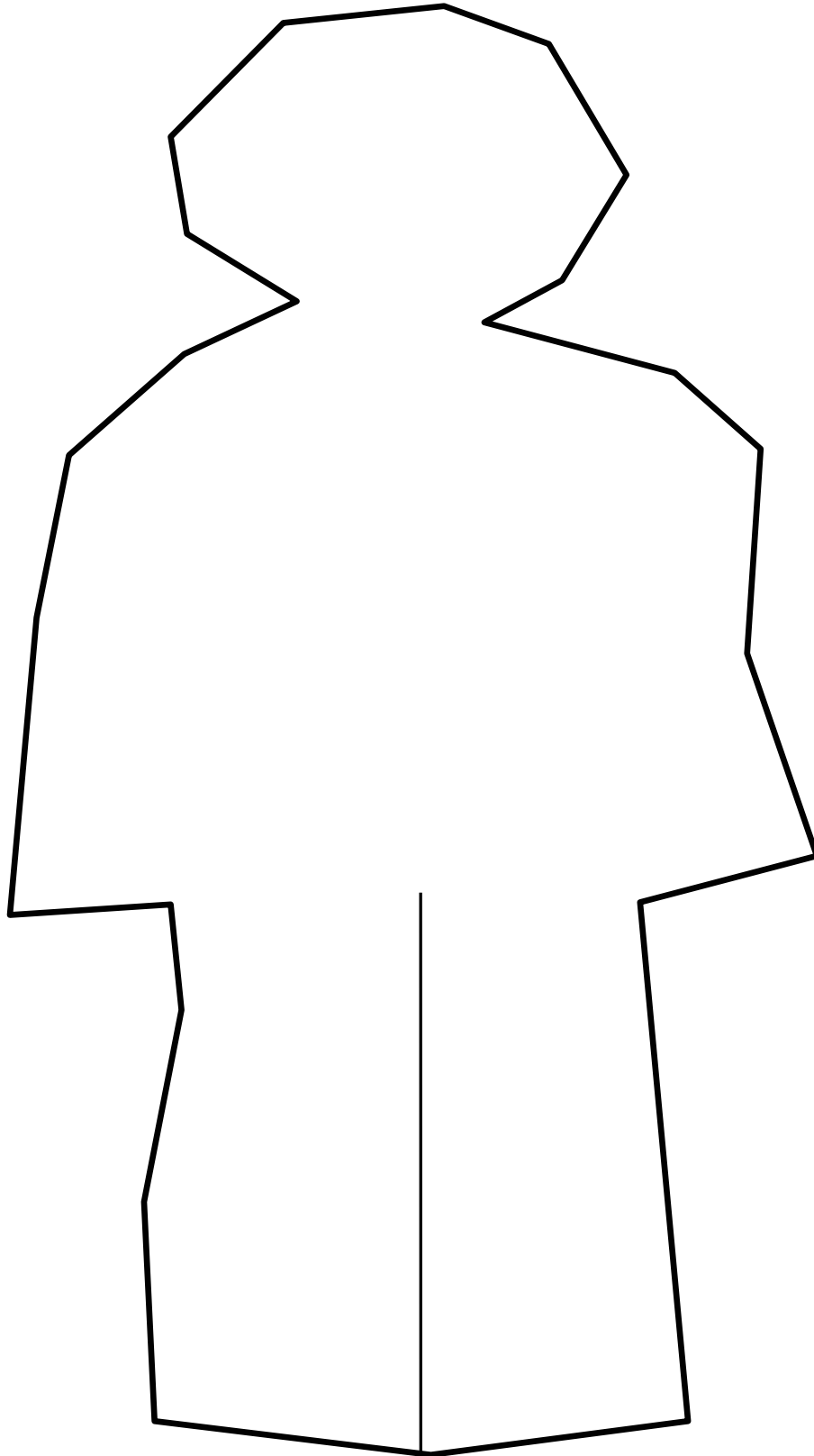
- **Pink/salmon Card**
 - Write the value statement or statements that you struggle to practice personally.

- **Yellow Card**
 - Write the value statement or statements that your local service delivery system struggles to practice in its work with girls.

- **Green Card**
 - Write the value statement or statements that your state juvenile justice system struggles to practice in its work with girls.

Issues from this activity that I want to remember...





SAMPLE
NOTE-TAKING GUIDE FOR INCLUSIVE VALUE

Female responsive services are inclusive.

- *While female responsive services emerge from a desire to recognize the needs of girls, they recognize that girls experience their gender differently.*
- *Along with gender, a girl's race, ethnicity, class, sexual orientation, and individual life experience shape her understanding of herself and the world.*
- *Girls are affected by sexism, racism, homophobia, and other forms of oppression. Female responsive services seek to address all these issues simultaneously.*

Things I want to remember about my own social categories and their influence in my life...

Key impressions or ideas concerning the first female - responsive value...

**SAMPLE
GROUP ACTIVITY INSTRUCTIONS**

INCLUSIVE VALUE

In your table groups, work together to complete the chart on the next page.

- In what ways does the juvenile justice system address the female - responsive value of inclusiveness?

- In what ways does it not address this value?

Answers will not be reported out, but you may wish to use your note-taking guide to capture ideas or reflections to remember.

Issues from the small group activity and discussion that I want to remember...

**SAMPLE
GROUP ACTIVITY CHART**

INCLUSIVE VALUE

Inclusive Category	What ways does the system address this value?	What ways does the system not address this value?
Race/Ethnicity		
Sexual Orientation/ Sexual Identity		
Socio-economic Level		
Religion		
Individuality		
Other Differences		

Introduction



Individual Action Planning and Reflection

Reflect back on your thoughts, feelings, impressions, and insights that you gained about yourself and your organization in the Introduction section / this workshop. Capture your ideas, below.

Which female-responsive value(s) do you struggle with? Where is the struggle focused? What could you do to work through the struggle?

Which of the female-responsive values do you find easy embrace? Why?

What insights did you gain regarding your organization's current response to each of the female-responsive values?

What are your organization's strengths? How can you continue to build on the strengths?

What are your organization's challenges? How can you begin to change these challenges into strengths in terms of being female-responsive?

Curriculum Overview

- 36 hour blended delivery
- Pre-work to take advantage of precious face-to-delivery time
- Offered in partnership with a state or local juvenile justice agency

How Does My Organization Access This Program?

Visit the NIC Website at <http://nicic.org>

- Follow link to “Juveniles”
- Follow link to Training Programs for Juvenile Corrections Professionals



OR

Contact the Program’s Coordinator



Launa Kowalcyk, Correctional Program Specialist
NIC, Academy Division
1-800-995-6429, ext. 168
E-mail: lkowalcyk@bop.gov



Welcome to . . .

***Juvenile Female
Offenders:***

**How Do You Meet Their
Needs in Your Juvenile
Justice Setting?**

Presented at the 2006

National Juvenile Corrections and Detention Administrators Forum

History of National Institute of Corrections (NIC)

- Public concerns and problems in correctional agencies – call for a federal response
- December, 1971 meeting
- Keynote called for the creation of a “National Training Academy



The Birth of NIC



- Founding legislation Public Law 93-415 in 1974
- Funded in 1977
- Mandated provision of:
 - Training
 - Technical Assistance
 - Clearinghouse Services
 - Research
 - Policy and Program Development

How is NIC Organized?

- Primary constituent groups served by a division
 - Jails Division / Colorado
 - Community Corrections / Prisons Division
Washington, DC

How Is NIC Organized?

- All constituent groups served by:
- Academy Division / Colorado
The NIC Training Center, Longmont, CO
- Office of Correctional Job Training and Placement (OCJTP) – Washington, DC

How Is NIC Organized?

- Specialized Areas Have Developed:
- Office of International Affairs:
Coordinates requests and services to corrections professionals from around the globe – Washington, DC
- Administration / Research and Evaluation – Washington, DC

The Academy Division . . .



- Training needs identification
- Training program development and delivery
- Curriculum development
- Development of new program delivery strategies
- Evaluation of training and the training system

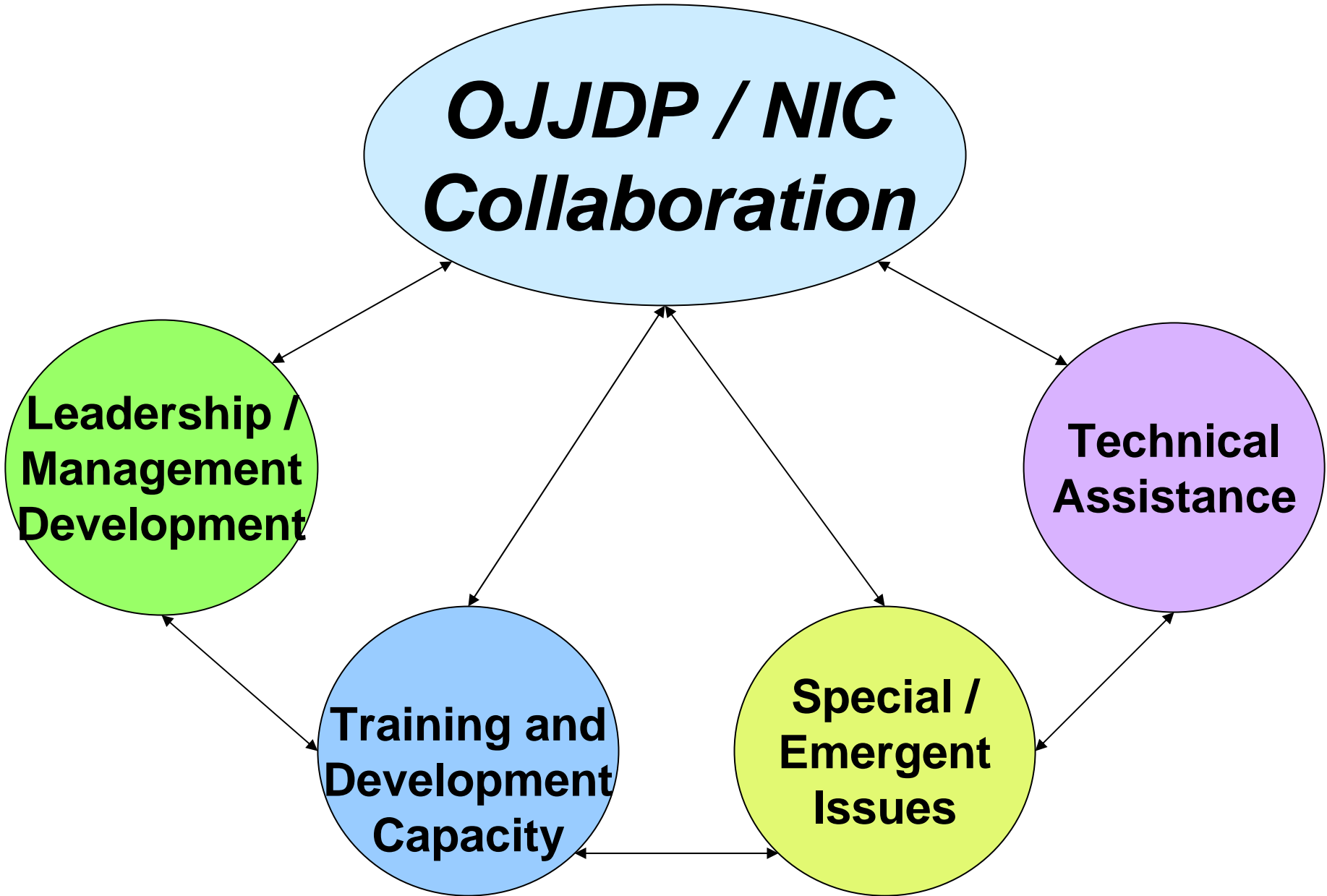
The Academy Division . . .

- Leadership and Management development
- Capacity building initiatives
- Technical Assistance
- Training in partnership with state and local agencies at their sites
- Workshops at regional and national conferences



The Academy Division

- ***Entering **Sixteenth** year of Interagency Agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP)***
- ***- Gwendolyn Dilworth, OJJDP Program Manager***
- Training and development related services targeted to juvenile justice organizations / professionals
 - Classroom / blended, satellite / internet, NIC Learn Center (e and web based), Regional Training Initiative (RTI), and others
- Special projects to assist continuing growth of the jj arena
- Technical assistance / and referrals to OJJDP's National Training and Technical Assistance Center



How To Access NIC Services?

NIC On the Web

<http://nicic.org>

Phone / E-Mail

1-800-995-6429

Ext. 168 Launa Kowalcyk

lkowalcyk@bop.gov

Ext. 121 Leslie LeMaster

llemaster@bop.gov



For Current Perspective – Let's Take a Look Back . . .

How Did We Get Here?

- 1950s Delinquents are “rogue” males¹
- Mid '60s Data collection begins on girls as juvenile offenders
- 1970s Female delinquency rates continue to rise²

¹ Plan for a Continuum of CBS for Female Status Offenders and Delinquents, DE CF Girls' Services Steering Committee, 2005

²Chesney-Lind, M. 1979

Let's Take a Look Back . . .

How Did We Get Here?

- Mid 70s – Mid 80s Researchers begin noting increased data on girls in jj³
- Mid 80s Valentine Foundation / NY creates / publishes its 10 recommendations

³ Bergsmann, I. 1989

Let's Take a Look Back . . .

How Did We Get Here?

- 1990s Research on girls in jj begins in earnest – academics and government agencies
- Mid 90s OJJDP initiates its own Gender-Specific project
- 1994-95 NIC and OJJDP collaborate on first training program

Let's Take a Look Back . . .

How Did We Get Here?

- 1998 OJJDP commissions / releases ***JFO: A Status of the States***⁴
- 2003 NIC refocuses program to “how to create and program for girls”
- 2003 OJJDP solicits for creation of a “Girls Study Group”

Let's Take a Look Back . . .

How Did We Get Here?

- 2005 Girls Study Group (RTI, Intl.) begins work

Goal: Research projects toward a model of *juvenile female delinquency*⁵

⁵ Girls Study Group, 2005; website at <http://girlsstudygroup.rti.org/>

Current Research: The Girls Study Group⁶

- Multi-disciplinary group
- Convened to:
 - Study patterns, causes, consequences
 - Develop a theory of female delinquency
- Identify effective strategies to prevent / reduce female involvement in delinquency
- Funded by OJJDP

⁶ Webcast on Girls Involved in the Criminal Justice System, 4/6/06

The Mission: The Girls Study Group⁶

- Girls patterns, pathways, and desistance from delinquency
- ID relevant risk and protective factors
- ID gaps in research
- Communicate findings: research community **and** those who intervene in girls lives

⁶ Webcast on Girls Involved in the Criminal Justice System, 4/6/06

Members: The Girls Study Group⁶

- Study Group Members
- Advisory Board
- Available on-line at Girls Study Group home page <http://girlsstudygroup.rti.org/>

⁶ Webcast on Girls Involved in the Criminal Justice System, 4/6/06

Trends in Girls Violence: The Girls Study Group⁶

- UCR Data 1980 – 2003 shows an increase in female arrests for aggravated and simple assaults
- In contrast, self-report data from *Monitoring the Future*⁸
 - Levels of assault for juvenile females and males have been fairly constant last 2 decades
 - Female involvement in violence has not increased relative to male violence

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⁸ Monitoring the Future – A Continuing Study of American Youth, 2005

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- Thus, there has been *more change in girls' arrests than in underlying violent behavior in girls*

⁶ Webcast on Girls Involved in the Criminal Justice System, 4/6/06

Gender Differences in Causes and Correlates of Girls' Delinquency⁶

- Girls and boys experience many of the same risk factors
- They *differ* in the *sensitivity to* and *rate of exposure* to these factors

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Gender Differences in Causes and Correlates of Girls' Delinquency⁶

- The following risk and protective factors are associated with delinquency in both boys and girls:
 - Family dynamics – structure and stability, supervision and control, family criminality, and maltreatment
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- There are differential rates of exposure, by gender to:
- Supervision and control
- Sexual assault
- Community violence

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Peer Dynamics (Giordano, 2005)¹⁰

- Girls have fewer delinquent associations
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Pathways to Delinquency⁶

The literature suggests multiple pathways to delinquency, but the research is scarce:

- Early puberty + structurally disadvantaged neighborhoods → association with older boys (if delinquent) → delinquency of girls
- Sexual abuse or maltreatment at home → running away → law-violating behavior
- Neglect at home + structurally disadvantaged neighborhoods → gang membership → delinquent activity

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A Theory of Delinquency⁶

Research suggests that a theory to explain girls delinquency would involve:

- Sexual abuse or maltreatment history
- Relationships with a delinquent romantic partner
- Disparity between biological and social maturity – maturity gap within a specific context
- Mother - daughter conflict
- Low bonding to conventional institutions – school, church, etc.

⁶ Webcast on Girls Involved in the Criminal Justice System, 4/6/06

For More Information . . .

- For more information or to contact the Girls Study Group, visit their web site at:

<http://girlsstudygroup.rti.org/>

NIC / OJJDP's Training Program Approach

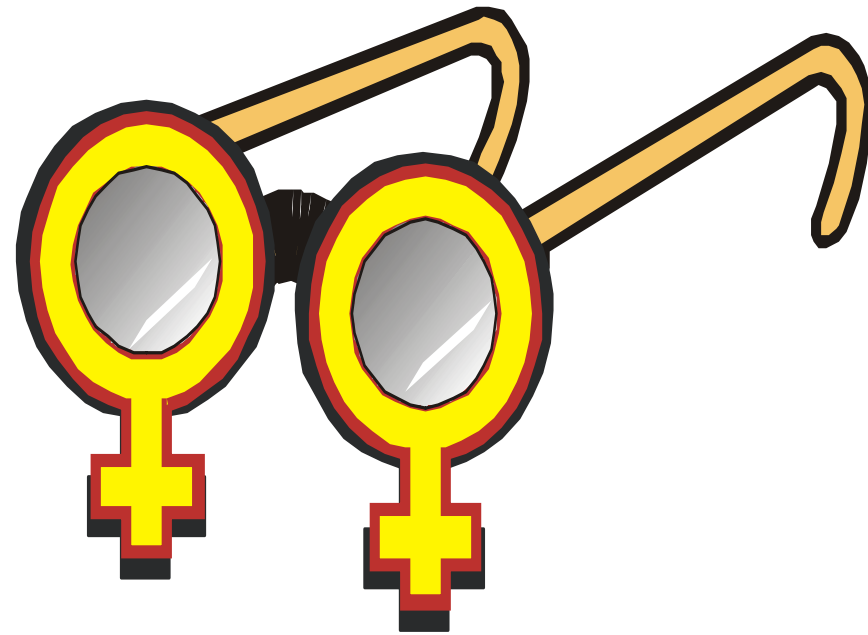
- Created first program in 1995 in response to requests from the field
- Gender-specific “101”, awareness - building
- Need differentiation of services for girls
- Highly subscribed
- 2002 – The field – “Help us design / deliver programs / services for girls in our jj setting”
- Available research, “innovation-based practices”, and female psycho-social development theory as frame

NIC / OJJDP's Training Program Approach

- “*Female-Responsive Services*” (FRS) and Value Statements serve as a lens / mirror to assess female-responsivity of programs, practices, and services
- Offered in partnership or through TA
- Highly requested and subscribed
- Annually review for content / process validity / currency

Curriculum Excerpt . . .

- NIC / OJJDP's *Meeting the Needs of Juvenile Female Offenders*
 - Introduction: Defining the Context for Our Exploration of Female Responsive Services in the Juvenile Justice System



ABUSE

**SUBSTANCE
ABUSE**

**INCREASE IN
ASSAULTIVE
BEHAVIOR**



**LONGER
STAYS IN
SYSTEM**

**MENTAL
HEALTH
ISSUES**

ABUSE

- root cause of other issues
- has difficulty trusting
- effects understanding of sexuality

INCREASE IN ASSAULTIVE BEHAVIOR

- responding to abuse
- more deadly tools
- tougher system response

SUBSTANCE ABUSE

- boyfriend deals
- gives her peers
- self medicates

LONGER STAYS IN SYSTEM

- fewer placements
- tougher sentences

MENTAL HEALTH ISSUES

- increased diagnosis
- increased medication
- more traumatic abuse



Female Responsive Lens



The female
responsive lens is
**APPLIED
INFORMATION**

Female Responsive Services...

- ...are inclusive.
- ...are relational.
- ...are restorative.
- ...pay attention to societal influences.
- ...are multi-leveled.

The Cards Reflection Exercise

Sample Activity

- **Pink/Salmon** Card – The value(s) that you struggle to practice personally
- **Yellow** Card – The value(s) that your local service delivery system struggles to practice with girls
- **Green** Card – The value(s) that your state's jj system struggles to practice with its work with girls

FRS are inclusive.

- *girls experience gender differently*
- *race, ethnicity, class, sexual orientation, and individual life experience shape understanding*
- *seek to address all forms of oppression simultaneously.*

Applying the Values to Me

On the human figure write, jot, represent . . .

- The ***social categories*** that apply to your daily experience

Share with the others at your table . . .

- Pages 17 – 18 of your packet

FRS are inclusive.

- *girls experience gender differently*
- *race, ethnicity, class, sexual orientation, and individual life experience shape understanding*
- *seek to address all forms of oppression simultaneously.*

Inclusive Value – Addressed / Not Addressed in JJ?

Sample Activity

In your table group . . .

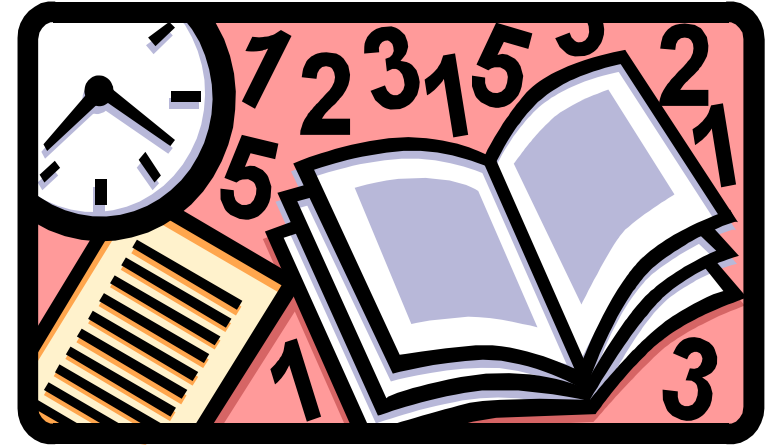
- Follow the instructions in your workbook on pages 20 - 21
- Be prepared to report out your discussions!

Culminating Activity . . .

- **Creation of an Action Project Plan**
- **To create, enhance, strengthen programs / services for girls**
- **In the participant(s) unique juvenile justice setting**
- **Each concludes with Action Planning / Reflection page(s) – Sample on page 22**
- **Leads to creation / presentation of Action Project Plan**

Curriculum Overview . . .

- 36 hour blended delivery
- Pre-work / gather statistics for profile of girls in unique jj settings
- Offered in partnership with state / local jj agencies



How Do I Access This Program?



- **Contact the Program's Coordinator**

Launa Kowalcyk
NIC Academy Division
1-800-995-6429, ext. 168
lkowalcyk@bop.gov

How Do I Access This / Other NIC JJ Programs?



- NIC On the Web
<http://nicic.org>
- Follow “**Juveniles**” link
- Follow “**Training Programs for Juvenile Corrections Professionals**” link

***Thank You For Your Time
Energy and Efforts on
Behalf of the Girls in JJ . . .***

