

## CHAPTER 15

### 15.1 Self Check page 541

What is meant by delinquency prevention?

**Delinquency prevention** is a broad term that covers the many programs and strategies that are used to prevent juveniles from becoming delinquent.

### 15.2 Self Check page 543

Explain why a growing number of programs are focusing on intervention and prevention.

Many believe that at-risk juveniles and other juveniles who are most in need of intervention are identifiable, such as by determining whether or not the juveniles possess risk factors. This early identification is believed to be helpful in early treatment and prevention.

### 15.3 Self Check page 548

1. What programs focus on risk factors?

Some programs that focus on risk factors are prenatal and infancy home visitation by nurses, SHIELD, CAR, and Healthy Families.

2. What is meant by the holistic approach?

The **holistic approach** is a comprehensive approach that targets multiple aspects of a problem simultaneously, by using multiple agencies and groups instead of a single intervention method.

### 15.4 Self Check page 553

Are diversion programs effective? Explain.

There are some of problems with diversion. An example is the problem with **net widening**, which is the use of diversion to bring more juveniles (whose cases would otherwise have been dismissed) under formal control. Another example is the constitutionality of using diversion while not maintaining due process and equal protection issues.

### 15.5 Self Check page 554

What component of a school-based program has been shown to yield the most successful results?

Programs incorporating all of a youth's primary caregivers are the most successful in the long run.

### 15.6 Self Check page 559

1. When did mentoring programs begin?

Mentoring programs began in the late 1800s, when several adults began serving as role models for poor children. This led to the founding of Big Brothers/Big Sisters in 1904.

2. Describe one of the job services programs.

Job services programs include any of the following:

- Job Corps, which is a national residential education and training program that provides several services in an integrated and coordinated manner.
- Youth apprenticeship programs, which place juveniles in work and educational settings with training by skilled workers.
- The School-to-Work Opportunities Act of 1994, which offers school-based learning, work-based learning, and connected activities. STW includes school and work preparation programs such as vocational education, work-study, Tech Prep, youth apprenticeships, internship programs, and Junior Achievement.

### **15.7 Self Check page 563**

1. How are teens referred to teen court?

They are referred from nearly every component of the system.

(Refer to Figure 15-5 on page 561 for examples of the many ways in which teens may be referred.)

2. Do adults play a role in teen court?

Adults play several different roles, some of them depending on the model of teen court being used. In some teen courts, the judge is an adult; in others, adults typically argue the cases to a jury of youths. In addition, all referrals to teen court come from adults, and all teen courts operate under the supervision of the adult-run juvenile court in that jurisdiction.

### **15.8 Self Check page 565**

What is the philosophy underlying programs that focus on status offenses?

Their philosophy is that by aggressively targeting juveniles who violate curfew, are truant, or who are otherwise at-risk, juvenile crime will be prevented significantly. Programs such as the textbook example from Phoenix, Arizona, appear to be successful.

### **15.9 Self Check page 567**

Describe the Scared Straight program.

This program, a classic example of a panacea that provides a quick fix for a complicated problem, was popularized by a television program that aired in 1979. Basically, it took delinquent and at-risk juveniles inside the prison system to be confronted by adult inmates that yelled at them and threatened them with violence and rape. This was done in an attempt to “scare” juveniles into stopping their delinquent behavior, thus making them go “straight.”

The television program claimed high rates of success, and based on these claims, policymakers rushed to develop their own version of Scared Straight; some of the main appeal was that it was cheap and seemed like an easy solution. Over time, though, the program’s actual success rates revealed that Scared Straight was considerably less successful than other interventions.

**15.10 Self Check page 569**

What common characteristics do successful prevention programs share?

Successful programs share the following nine principles:

- Quality of implementation
- Caring, knowledgeable adults
- High standards and expectations
- Parent/guardian participation
- Community involvement
- Holistic approaches
- Youth as resources/community service and service learning
- Work-based learning
- Long-term services, support, and follow-up

In addition, they also share a comprehensive, multifaceted approach rather than a single type of intervention, a built-in aftercare component, and a relatively small number of juveniles under their care.