



**U.S. DEPARTMENT OF JUSTICE
Office of Justice Programs
CATEGORICAL/DISCRETIONARY ASSISTANCE PROGRESS REPORT**

The information provided will be used by the Grantor Agency to monitor grantee cash flow to ensure proper use of Federal funds. No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (Uniform Administrative Requirements for Grants and Cooperative Agreements—28 CFR, Part 66, Common Rule, and OMB Circular A-110).

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| 1. GRANTEE University of South Alabama | 2. AGENCY GRANT NUMBER 2005-JL-FX-0118 | 3. REPORT NO. |
| 4. IMPLEMENTING SUBGRANTEE | 5. REPORTING PERIOD (Dates) FROM: 01/01/2007 TO: 06/30/2007 | |
| 6. SHORT TITLE OF PROJECT USA Youth Violence Prevention Initiative | 7. GRANT AMOUNT \$1,677,252.00 | 8. TYPE OF REPORT REGULAR <input checked="" type="checkbox"/> FINAL REPORT <input type="checkbox"/> SPECIAL REQUEST <input type="checkbox"/> |
| 9. NAME AND TITLE OF PROJECT DIRECTOR Dr. G. David Johnson (PI) or Dr. Jennifer Langhinrichsen-Rohling (Co-PI) | 10. SIGNATURE OF PROJECT DIRECTOR <i>Jennifer Langhinrichsen-Rohling</i> | 11. DATE OF REPORT 07/18/2007 |
| 12. COMMENCE REPORT HERE (Continue on plain paper) See attached. | | |
| 13. CERTIFICATION BY GRANTEE (Official signature) <i>Russ Leo</i> | | 14. DATE 07/23/07 |

OJP FORM 4587/1

May 2005

Categorical Assistance Progress Report

Award No. 2005-JL-FX-0118

**Reporting Period:
January 01, 2007 – June 30, 2007**

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**CATEGORICAL ASSISTANCE PROGRESS REPORT
(CAPR)
January 01, 2007 – June 30, 2007**

PROGRAM NARRATIVE

This six-month Categorical Assistance Progress Report (CAPR) is designed to provide the Office of Juvenile Justice and Delinquency Prevention (OJJDP) with information that it can use to monitor the implementation of the Youth Violence Prevention Program (YVPP) grant, to learn about and stay aware of the progress, results, and contributions of the grant-supported research projects, and, if appropriate, to offer technical assistance to the University of South Alabama's (USA) YVPP Principal Investigator, Co-Principal Investigator, and Program Manager.

The overall program is being funded through a Congressional appropriation to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Congressional Earmark Programs. This grant became effective on September 1, 2005. The purpose of this CAPR is to report on the past six months of grant activities.

I. Summary Statement of Purpose, Mission, Goals and Objectives

The University of South Alabama Youth Violence Prevention Initiative Program (YVPP) supports basic and applied research related to the causes and prevention of youth violence. The *Principal Investigator* of the grant that funds this program is Dr. G. David Johnson, Dean of the College of Arts & Sciences; the *Co-Principal Investigator* is Dr. Jennifer Langhinrichsen-Rohling; Shannon Shelley-Tremblay is the *Program Manager*.

Mission. The mission of the Youth Violence Prevention Program is to develop and support collaborative, culturally relevant, community-based research on youth violence prevention and to broadly disseminate these findings.

The USA Youth Violence Prevention Program (YVPP) has annually requested proposals for research projects related to its mission. In order to be eligible each proposal must include at least one faculty member from the College of Arts and Sciences. Almost all awards have a twelve month project period. While successful proposals are expected to meet standards that are equivalent to those used for federally-supported research projects, the applicant pool is smaller and only USA Faculty are eligible.

Advisory Board. The USA Youth Violence Prevention Program uses an expert advisory panel – all of whose members are external to USA – to review the proposals, to comment on each proposal's strengths and weaknesses, and to make recommendations regarding funding. (Table 1 on the following page presents a list of the Panel Members, along with their affiliations.) Investigators who have submitted proposals to the USA Youth Violence Prevention Program are given the opportunity to confer with the members of this Advisory Board before, during, and after the proposal process. The actual funding decisions reside initially with the YVPP Principal Investigator, Co-Principal Investigator, and Program Manager and, ultimately, with the OJJDP Program Officer.

II. Description and Explanation of Changes

A. Purpose, Mission, Goals, and Objectives

There have been several, primarily minor changes in the individual research projects. These changes are reported in detail in the RESEARCH PROJECTS section which follows.

Five projects received subawards which went into effect September 1, 2005 (see Table 2). In addition one subaward received funding that went into effect April 1, 2006¹. Six projects received funding that went into effect September 1, 2006 (see Table 3). Also one project received funding April 1, 2007². Two of the projects that received funding in 2006 are continuation projects from 2005: “Developing a Life Course Model of Female Crime and Deviance” (2005) & “Linking Lives: Developing Intervention Strategies Based on a Life Course Model of Female Crime and Deviance” (2006); and (2) “Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Two” & “Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Three.” Both years of these projects are reported in combined progress reports.

¹ This project was titled, “Operation Ice/Project Safe Neighborhoods: Reducing Gun Violence in Communities; Reducing Juvenile Risk Factors.” This project was completed and the final report was included in the last categorical assistance progress report.

² This project is titled, “Art Builds Character.” A progress report for this project is located in Section VII of this report.

| Table 1: Advisory Board & Reviewers for USA Youth Violence Prevention Program | | | |
|--|--|---|-------------------------|
| Consultant | Business Address | Position | Year(s) Reviewer |
| David P. Aday, Jr. | College of William and Mary Department of Sociology Morton 218 and Hornsby House Williamsburg, VA 23187-8795 | Professor, Director of American Studies | 2001 2005 2006 |
| William R. Blount | W. R. Blount & Associates, Inc. University of South Florida Department of Criminology 7209 Hammett Road Tampa, FL 33647-1206 | President/CEO Professor & Past Chair | 2001-2006 |
| Timothy Cavell | University of Arkansas Department of Psychology 216 Memorial Hall Fayetteville, AR 72701 | Professor of Clinical Training | 2001-2006 |
| Keith E. Davis | University of South Carolina Department of Psychology Barnwell College Columbia, SC 29208 | Professor | 2001 2005 2006 |
| William G. Doerner | Florida State University Schl of Criminology & Criminal Jus. 634 W. Call Street Tallahassee, FL 32306-1127 | Professor | 2001-2005 |
| Matthew R. Lee | Louisiana State University Department of Sociology 126 Stubbs Hall Baton Rouge, LA 70803 <i>(Formerly at Mississippi State University)</i> | Assoc. Professor of Sociology, Research Fellow/ Scientist Social Science Research Center | 2001-2005 |
| Robert J Martin | <i>(Formerly at James Strickland Youth Center)</i> | Retired Administrator and Chief Operations Officer | 2001-2006 |
| Robert T. Sigler | The University of Alabama Department of Criminal Justice 2711 Claymore Circle Tuscaloosa, AL 35404 | Professor | 2001-2006 |
| Henry J. Sontheimer | El Paso County P. O. Box 2007 Colorado Springs, CO 80901 | Criminal Justice Planner/Analyst | 2001-2005 |

| Table 2. 2005-2006 Research Projects Receiving Subawards under Award # 2005-JL-FX-0119 | | |
|--|------------------------------------|--|
| Project Titles Principal Investigators & Co-Principal Investigators and their Departments & Programs | CAPR Section Number | No. of Faculty Involved |
| “Developing a Life Course Model of Female Crime and Deviance.” <i>Roma Hanks (Sociology) and Nicole Carr (formerly Flynn) (Sociology)</i> | I | 2 |
| “Evaluating Anger and Resiliency in Relation to Racial Stereotypes During Stress in Older Adolescents.” <i>Elise Labbé-Coldsmith (Psychology)</i> | VIII | 1 |
| “Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Two.” <i>Jennifer Langhinrichsen-Rohling (Psychology) and Lisa Turner (Psychology)</i> | II | 2 |
| “Righting the Scales Planning Grant: Survey of Youth Offenders Perceptions of Sanctions and Rewards.” <i>David Bowers, Jr. (Criminal Justice)</i> | IX | 1 |
| “They Think They’re Good, So Why Are They in Trouble? Using Juvenile Delinquents’ Definition of Self and Others to Predict Delinquency.” <i>Nicole Carr (formerly Flynn) (Sociology)</i> | X | 1 |
| *#“Operation Ice/Project Safe Neighborhoods: Reducing Gun Violence in Communities; Reducing Juvenile Risk Factors.” <i>Timothy O’Shea (Criminal Justice)</i> | N/A | 1 |
| TOTALS | | No. of PI’s & Co-PI’s: <u>8</u>; Unduplicated Count: <u>7</u> |

* Project received funding in April 2006.

Final Report was included in the July 01, 2006 – December 31, 2006 CAPR.

| Table 3. 2006-2007 Research Projects Receiving Subawards under Award # 2005-JL-FX-0119 | | |
|---|------------------------------------|--|
| Project Titles Principal Investigators & Co-Principal Investigators and their Departments & Programs | CAPR Section Number | No. of Faculty Involved |
| *"Linking Lives: Developing Intervention Strategies Based on a Life Course Model of Female Crime and Deviance." <i>Roma Hanks (Sociology) and Nicole Carr (Flynn) (Sociology)</i> | I | 2 |
| *"Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Three." <i>Jennifer Langhinrichsen-Rohling (Psychology) and Lisa Turner (Psychology)</i> | II | 2 |
| "A Longitudinal Analysis of Suicide Proneness in Adjudicated Youth." <i>Jennifer Langhinrichsen-Rohling (Psychology), Nicole Carr (Flynn) (Sociology), and Kenneth Hudson (Sociology)</i> | III | 3 |
| "Evaluating the Helping Families Initiative and Documenting Hurricane Related Youth Violence." <i>Jennifer Langhinrichsen-Rohling (Psychology) and Lisa Turner (Psychology)</i> | IV | 2 |
| "Expressive Alternatives: Improving Odds for Youth at Risk for Violent Behavior." <i>Ellen Broach (Therapeutic Recreation and Leisure Studies), Mathew Ames (Dramatic Arts), Constance Smith (Dramatic Arts), and Steven Pugh (Health and Physical Education)</i> | V | 4 |
| #"Neighborhood and School Effects on Persistent Youth Offending and Violence." <i>Kenneth Hudson (Sociology), Nicole Carr (Flynn) (Sociology), and Michael Daley (Social Work)</i> | VI | 3 |
| "Art Builds Character." <i>Shannon Shelley-Tremblay (YVPP), Claire Evangelista (Visual Arts), and Jennifer Langhinrichsen-Rohling (Psychology)</i> | VII | 2 |
| TOTALS | | No. of PI's & Co-PI's: <u>19</u>; Unduplicated Count: <u>12</u> |

* Original project funded in 2005.

Project received funding in April 2007.

B. Project Location

The YVPP office moved to a new location on the University of South Alabama Campus. The office is now located at Life Science Building, Room 356. The complete mailing address is the following:

Youth Violence Prevention Program
University of South Alabama
307 N University Blvd
LSB #356
Mobile, AL 36688

C. Projected Time Line for Project Implementation

There are no changes to report.

D. Organizational Structure and Staff Alignment and Responsibilities

There was one change to the organization structure. Sharon Lanier resigned from her position as secretary for the program in June 2007. See Figure 1 for the current organization chart.

E. Description of Changes in Staffing

See Section II.D above.

**Figure 1. University of South Alabama
Youth Violence Prevention Program
Organization Chart**

OJJDP Program Manager
Karen R. Stern, Ph.D.

Principal Investigator
G. David Johnson, Ph.D.
Dean, College of Arts & Sciences

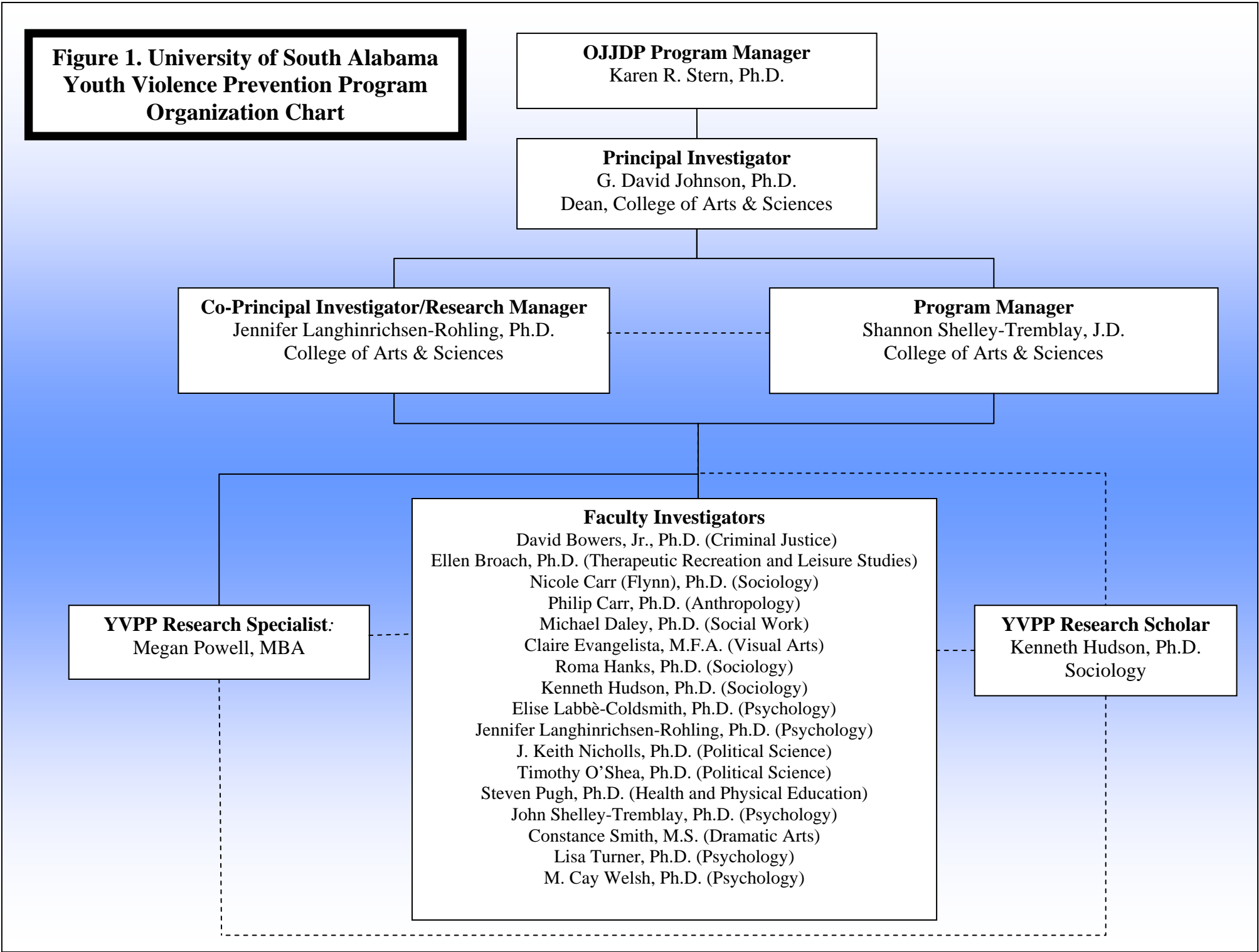
Co-Principal Investigator/Research Manager
Jennifer Langhinrichsen-Rohling, Ph.D.
College of Arts & Sciences

Program Manager
Shannon Shelley-Tremblay, J.D.
College of Arts & Sciences

YVPP Research Specialist:
Megan Powell, MBA

Faculty Investigators
David Bowers, Jr., Ph.D. (Criminal Justice)
Ellen Broach, Ph.D. (Therapeutic Recreation and Leisure Studies)
Nicole Carr (Flynn), Ph.D. (Sociology)
Philip Carr, Ph.D. (Anthropology)
Michael Daley, Ph.D. (Social Work)
Claire Evangelista, M.F.A. (Visual Arts)
Roma Hanks, Ph.D. (Sociology)
Kenneth Hudson, Ph.D. (Sociology)
Elise Labbè-Coldsmith, Ph.D. (Psychology)
Jennifer Langhinrichsen-Rohling, Ph.D. (Psychology)
J. Keith Nicholls, Ph.D. (Political Science)
Timothy O'Shea, Ph.D. (Political Science)
Steven Pugh, Ph.D. (Health and Physical Education)
John Shelley-Tremblay, Ph.D. (Psychology)
Constance Smith, M.S. (Dramatic Arts)
Lisa Turner, Ph.D. (Psychology)
M. Cay Welsh, Ph.D. (Psychology)

YVPP Research Scholar
Kenneth Hudson, Ph.D.
Sociology



F. Approach and Strategies Proposed in the Initially Approved and Funded Application

There have been no changes in approach or strategies.

III. Description of Activities and Accomplishments Related to the Goals and Objectives

A. Current Status

Five projects received subawards which went into effect September 1, 2005 (see Table 2). In addition one subaward received funding that went into effect April 1, 2006. In June 2006, OJJDP approved a one year no cost extension extending the end dates for these projects until August 2007.

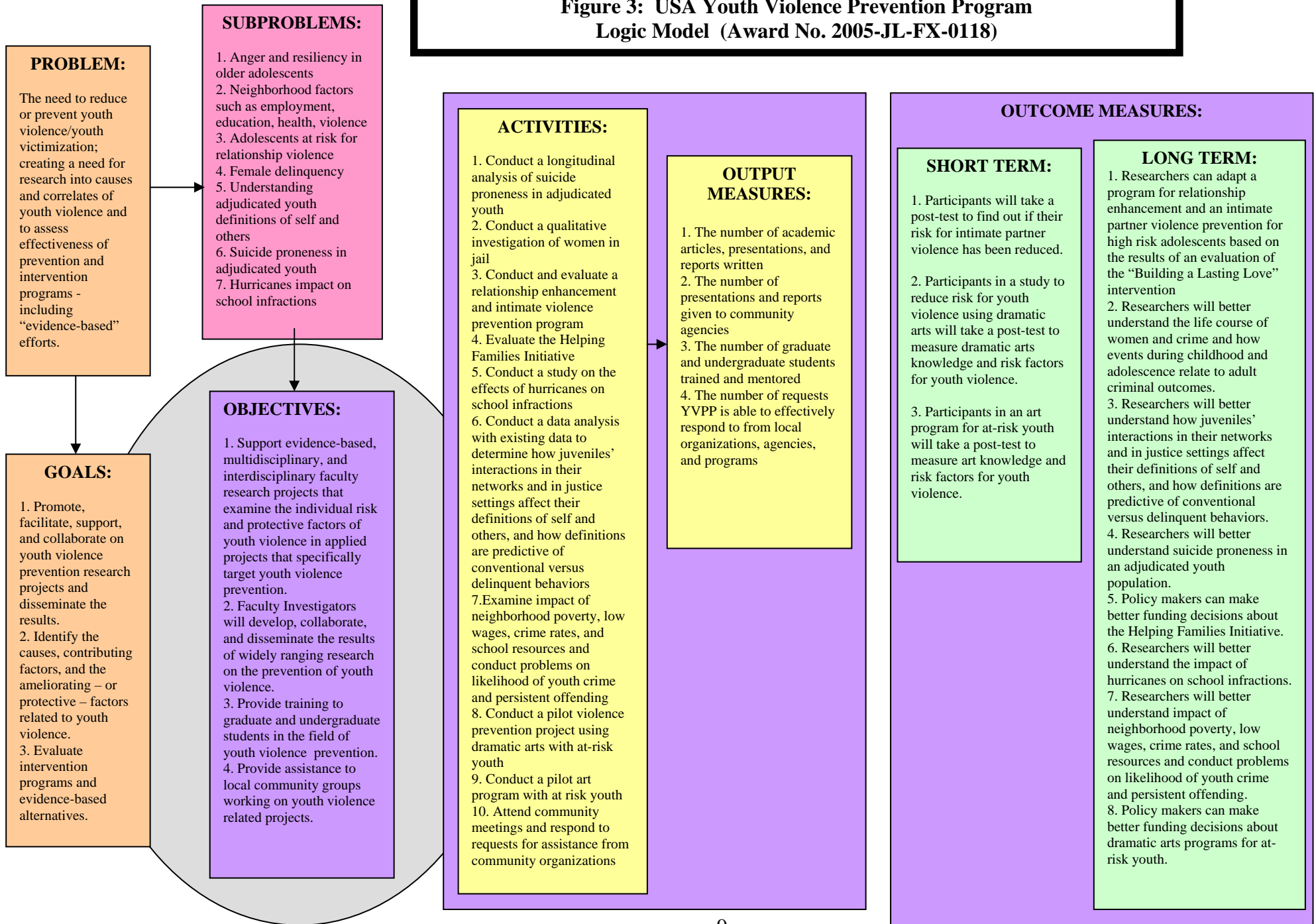
Six projects received funding that went into effect September 1, 2006 (see Table 3). One project received funding April 1, 2007. Two of the projects that received funding in 2006 are continuation projects from 2005: “Developing a Life Course Model of Female Crime and Deviance” (2005) & “Linking Lives: Developing Intervention Strategies Based on a Life Course Model of Female Crime and Deviance” (2006); and (2) “Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Two” & “Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Three.”

The individual project reports which follow – together with Section II.A. above – present information, analyses, and results related to the *current status* of these projects’ activities and accomplishments.

B. Logic Model

A logic model describing the YVPP Initiative research is located on the following page.

**Figure 3: USA Youth Violence Prevention Program
Logic Model (Award No. 2005-JL-FX-0118)**



C. YVPP Community Involvement

Interaction with local community agencies, organizations, and programs whose missions include violence prevention allows the staff of the YVPP to develop broad community connections. This interaction has supported current and potential research, while continuing to advance the cause of youth violence prevention in the South Alabama region. Between January and June 2007, the YVPP Program Manager, Co-Principal Investigator, and staff members have assisted in the development of various grant proposals, sat on several local committees, and offered assistance in program evaluation.

Over the course of the last six months, the YVPP Program Manager and the Co-PI have cultivated a research relationship with Lifelines Mobile. This organization was the first United Way funded agency in the Mobile Area. The agency houses the Rape Crisis Center, Consumer Credit Counseling, the Help Line and the Family Counseling Center. It provides services to families in crisis, women convicted of domestic violence, divorcing couples, and victims of rape and sexual assault. During the reporting period a working rapport has been established and an archival research project is in the planning phase. The ultimate goal of this collaboration is the establishment of multiple, intervention-based research projects.

Additional community outreach activities conducted during this reporting period included participating on the Mobile Domestic Violence Task Force and autopsy study group, conducting research and receiving training at Penelope House (the local domestic violence shelter), and participating with the South Alabama Council Against Family Violence. In March of 2007 the Program Manager became the Chair of the USA Violence Prevention Alliance—a body consisting of USA faculty, staff, and students along with community members all dedicated to violence prevention. The YVPP Program Manager, Co-Principal Investigator, and Research Scholar continue to participate with USA Health Disparities Research Group and several YVPP faculty members have received funding from this entity. Since January 2007, the Program Manager has been a member of the planning committee coordinating the Regional Health Disparities Symposium to take place July 18, 2007 in Mobile.

RESEARCH PROJECTS

SECTION I.

Developing a Life Course Model of Female Crime and Deviance / Linking Lives: Developing Intervention Strategies Based on a Life Course Model of Female Crime and Deviance

Roma Hanks, Ph.D. and Nicole Carr, Ph.D.

| | |
|-----------------------------------|--|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 17, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | (a) Developing a Life Course Model of Female Crime and Deviance & (b) Linking Lives: Developing Intervention Strategies Based on a Life Course Model of Female Crime and Deviance |
| Principal Investigator: | Roma Hanks, Ph.D. |
| Co-Principal Investigator: | Nicole Carr, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Developing a Life Course Model of Female Crime and Deviance (DLCM) – The project goals are the following: (1) to develop a more informed theoretical model of female offending and a more refined hypotheses for future investigations; (2) to use the knowledge gained to develop more appropriate programming for women in the criminal justice system. To this end, the researchers have the following objectives: to collect oral life histories and use these to do “grounded theory,” to share theoretical developments with others in the field, and to train graduate students in qualitative methodology and analytical techniques.

Linking Lives (LL) – This project is an extension of the researchers’ work with the DLCM project. The DLCM project focused on data collection and preliminary analysis. The LL project analyzes, in greater depth, qualitative data from life histories of women in the Mobile Metro Jail, in order to inform the development of evidence-based intervention strategies.

These projects use a grounded theory approach to generate hypotheses, rather than test hypotheses. As both projects have progressed, the goals and objectives of the individual projects have merged. The researchers now see their project goals & objectives as the following:

Goals

Goal #1: To understand how the life course of women in jail may help to explain women’s involvement in crime and delinquency at different life stages, chronological ages, and historical times (within their lifetimes).

Goal #2: To discover links between women’s involvement in crime and delinquency and evidence the researchers have collected in their work with delinquent and at-risk girls.

Goal #3: To build a sound evidence-based foundation for interventions with girls.

Objectives

Objective #1: To conduct as many interviews as necessary (within funding constraints) to pursue promising analytical paths to understanding the life course of women and crime; these interviews include following up on themes suggested in the analysis and talking with officers who can help the researchers validate the information given by inmates about their arrest histories and behavior in jail.

Objective #2: To conduct thorough searches of available jail records; to synthesize the literature on women and crime, life course of women, family, gender, and other themes that emerge from analyzing the data generated by this study.

Objective #3: To train graduate students in grounded theory methodology and the use of focused searches of the literature; to train research assistants to use research and analytic strategies that provide visual images of family life events, specifically lifeline and genogram methodologies.

Objective #4: To present findings at national and regional professional conferences.

Objective #5: To propose a life course model of women and crime that includes Research evidence to inform the development of an intervention for at-risk girls.

Objective #6: To develop and submit manuscripts to appropriate journals and work toward completion of a book manuscript.

2. Methods and Work Plan

DLCM: The researchers conducted interviews with women inmates at the Mobile County Metro Jail. Women were asked to share life histories with the researchers, focusing especially on transitions in the life course. In addition, the researchers collected secondary data from official documents related to the women's offending and sanctions. The researchers' database records both official delinquency and crime, and also self-reported involvement in these activities.

LL: A research assistant has accomplished important organizational tasks, including: (1) transcription of audio files from interviews, (2) organization of all project files, both electronic and paper, (3) translation of all paper/pencil genograms into an electronic file using "Relativity" software, (4) copying all lifeline data into an Excel file to provide an electronic copy of lifeline data, and (5) providing assistance with literature searches and preparation of APA style reference lists. The student will be employed through fall 2007 to continue literature searches and organization of data and to record offense data.

3. Results to Date

- To date, the researchers' evidence supports previously reported links between female crime and the following variables: drug abuse, physical and sexual abuse during childhood, and living environments that present opportunities to commit crime and/or do not protect young women from exposure to criminal behavior.
- The analysis is proceeding along several lines simultaneously:
 - a. Examination of interview/life history data to produce case summaries with theoretical and methodological notes
 - b. Examination of data collected using specific techniques – lifelines and descriptions of close family and non-family relationships – to develop visual images of family and community relationships and their interaction with delinquency. This analytical approach evolved during early interviews and has been approved by Institutional Review Board (IRB) as an addendum to the protocol. Student assistants have been trained to use Relativity genogram/ecogram software. Data have been entered and a database of genograms has been created. Additionally, an Excel database of lifelines has been created. These databases are being used, in conjunction with life history transcripts, for analysis and manuscript preparation.
 - c. Collection of offense data from publicly available sources is underway.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No change

2. Proposed Approach, Strategies, and Methods

No change

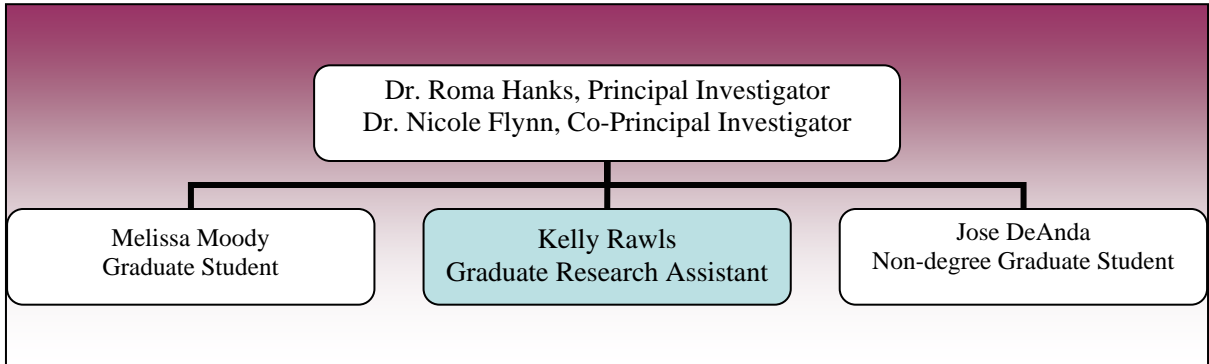
3. Projected Timeline for Project Implementation

The researchers were granted a No Cost Extension on this project until August 31, 2008.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

Two student assistants worked on the project during spring term. A research assistant was employed for the summer; her contribution to the project has been outstanding. She will remain with the project during fall term. A search is underway for a second research assistant.

Figure 1: Organization Chart



5. Project Location, Research Subjects, or Community Relationships

No changes to report.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

The researchers have conducted 32 interviews with women inmates at the Mobile County Metro Jail. Collection of secondary data from official documents related to the women’s offending and sanctions continues. Follow-up interviews are conducted if needed for analysis.

Primary progress during this reporting period has been the creation of three databases essential to the analysis: life history transcripts, Excel lifelines, and Relativity genograms.

2. Cumulative (since initial award date)

A number of interviews, as well as preliminary analyses, were conducted during previous reporting periods. (See Section C.1).

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

None during this period

2. Actions Taken to Resolve Problems

No problems to report during this period

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

The researchers have begun to generate manuscripts and submit them for publication (see section F-3 and attached manuscript). Their focus during this period and the next will be: (1) completion of manuscripts that are currently in progress and (2) development of the book prospectus and contract.

The researchers have achieved most of the goals and objectives of DLCM and LL related to data collection, training, and preliminary analysis. With the LL project, they will continue the analysis, present findings at appropriate professional conferences, and develop a book prospectus. At this reporting, the researchers anticipate using presentations, journal manuscripts, and the book as venues for reporting project data – themes, research hypotheses, and implications for intervention.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

The findings come from interview data. The researchers used a laptop computer to enter responses to interview probes as the interview was being conducted. Upon completion of each interview, the Principal Investigator studied the text and de-identified the interview notes, then the research team began analyzing that interview and looking at the data in relation to data from previous interviews and in the context of literature on women and crime, as well as the life course of women.

Data have been entered into three databases: Text (interviews), Excel (lifelines), and Relativity (genograms). Additionally, the researchers collected secondary data from official documents related to the women’s offending and sanctions. The researchers’ database recorded both official delinquency and crime, and also self-reported involvement in these activities.

3. Discussion and Preliminary Conclusions

No conclusions to report at this time, other than those included in presentations and manuscripts included in this report. Conclusions will be provided in the final report.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

This is the fourth Categorical Assistance Progress Report for this project.

In June 2007, the co-principal investigators (Carr & Hanks) presented a summary of this research on a local morning television program (WKRG).

Dr. Roma Stovall Hanks has received a three year appointment to the Women’s Fund Board of the Community Foundation of South Alabama. Her role will be to inform the group regarding ongoing research on women’s issues at local colleges and universities and to assist the Women’s Fund in preparing funding proposals for projects that benefit

women in the community. Dr. Hanks attended board training in April and presented a research summary in May. Board meetings are monthly.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

Databases

Data have been entered into three databases: Text (interviews), Excel (lifelines), and Relativity (genograms).

Presentations

Carr, Nicole T. and **Roma S. Hanks** “Gender projects over the life course: the intersection of power, position, and person.” Southern Sociological Society annual meeting, April 12-14, 2007, Atlanta, GA. (presented by N. Carr)

Presentations on this project have been made in University of South Alabama classes on criminology and in a discussion of life course perspective in Dr. Hanks’ Advanced Family Studies classes.

Presentations Accepted (for presentation during summer 2007)

Two presentations have been accepted for the 2007 annual meeting of the Society for the Study of Social Problems to be held in New York, August 10-12. Both Dr. Hanks and Dr. Carr will attend the meetings to present papers based on these abstracts. The accepted abstracts are included below.

Hanks, Roma Stovall & Carr, Nicole T. Still “like mother, like daughter”: Life histories of a mother and daughter sharing jail time. Accepted for presentation at the annual meeting of the Society for the Study of Social Problems, New York, August 12, 2007

ABSTRACT

In 1999, journalist Toni Locy wrote an article for *U.S. News and World Report* exploring issues around a disturbing trend – more girls proportionally than boys who are arrested report having mothers who have been previously incarcerated. U. S. News conducted a national poll of juvenile justice agencies. Among results reported in the poll was the finding, “While it is still a rarity, more mothers and daughters are being locked up at the same time, for the exact same crime” (Locy, 1999). The problem of mothers in prison or jail has continued to capture the interest of journalists, policy makers, and researchers; however, a great deal of the research over the last decade has focused on the relationship of incarcerated mothers with their children who remain in the community and on grandparents caring for children left behind while mothers do time. Few studies have examined parents as partners in crime, or as co-residents of correctional facilities. We report a case study of a mother and daughter serving simultaneous sentences. We use a life course perspective to examine qualitative data from in-depth interviews with both

women, conducted on site at the jail.

In 2006, the U.S. Department of Justice reported that women made up 12.7% of the population of jail inmates, compared to 10.2% in 1995 (Bureau of Justice Statistics, May 21, 2006). The overall population of inmates in local jails rose by 33,539 from midyear 2004 to midyear 2005, compared to an increase of 22,689 from midyear 2003 to midyear 2004 (Bureau of Justice Statistics). In 2004, the female incarceration rate was 123 per 100,000 women in the U.S., compared to a rate of 1,348 male inmates per 100,000 males in the U.S. population (Bureau of Justice Statistics). The population of women in jails more than doubled from 1990 (37,198/one-day count) to 2005 (93,963/one-day count).

With funding by the Office of juvenile Justice and Delinquency Prevention, we launched a study of the life histories of women in jail. In 2005, we began interviewing women in a metropolitan jail in a mid-sized Gulf coast city. The work grew out of our previous research on aftercare with incarcerated youth. Gender differences discovered in the youth study accentuated the need to extend theories of female delinquency and crime. The long-term goal of the project is to build a sound evidence-based foundation for interventions with girls and women. The immediate goals of this research project:

Goal #1 – To understand how the life course of women in jail may help to explain women’s involvement in crime and delinquency at difference life stages, chronological ages and historical times (within their lifetimes).

Goal #2 – To discover links between women’s involvement in crime and delinquency and research evidence we have collected in our work with delinquent and at-risk girls.

This includes collecting empirical evidence, as well as initiating theoretical elaborations.

Interviews are conducted in the attorney visitation rooms and last approximately two hours. The interview begins with a non-directive probe, such as, “Tell me about your life.” During the interview, women provide information about relationships within their families and other intimate groups; later these data are used to construct genograms and ecograms. In addition, women are asked to respond to a “lifeline” probe that provides a visual image of the self-identified turning points in their lives. Demographic data are collected during the interview and offense data are retrieved from public records. Our analysis precedes using de-identified transcripts of the interviews and grounded theory methodology. As themes emerge across interviews, we obtain additional interview data to explore the themes.

We did not anticipate finding a mother-daughter dyad serving jail time together. During her description of family relationships, the mother mentioned that her daughter was also in jail. Further, the mother reported that her daughter had defended her when other inmates called her a “crack head.” Nine days after the mother’s interview, we were able to interview the daughter. The similarities in life histories of the two women are striking, particularly in relation to their experiences with physical and sexual abuse, loss, and substance abuse. Important differences that we discuss in depth are the daughter’s earlier contact with the criminal justice system and the daughter’s relationship with a non-family mentor. Additionally, we find support for findings by Meeus, et al, (2004) that partner support influences criminality and can diminish the salience of parental influence over time. Although both mother and daughter were incarcerated when we met them, there are indications in our data that the daughter was “doing better” in jail and that she

had higher self-efficacy and a better community/family support system than her mother. While this is a single case study of simultaneous mother-daughter incarceration, we discuss: (1) future research questions and (2) preliminary implications of our findings for policy and intervention.

Carr, Nicole T. & Hanks, Roma Stovall. If “60 is the new 40”, is 35 the new 15? Late onset crime and delinquency: Analysis of life histories of women in jail. Accepted for presentation at the annual meeting of the Society for the Study of Social Problems, New York, August 10, 2007

ABSTRACT

“Is 60 the new 40?” This question began headlining morning talk shows and Internet blogs in 2006, when Baby Boomers started turning 60 at the rate of 1 every 19 seconds. The question suggests a revision of the lifespan (for psychologists) and the life course (for sociologists), implying changing perceptions of age and aging leading to modification of expectations about the timing of life transitions. Also imbedded in the question is the implication that today’s 60-year-olds behave as 40-year-olds of previous cohorts. Product sales are linked with the concept. In the worlds of academic research and public policy, interest is likely to focus the validity of the claim. Is there research evidence that 60 is the new 40? What are the policy implications of dramatic shifts in the life course? But these questions are merely contextual for this paper. Our research on the life histories of women in jail has yielded evidence of an emerging pattern of female crime – a late onset involvement with the criminal justice system – that would not have been predicted from extant theories of female delinquency and criminality. In this paper, we explore evidence in our data for two lines of possible theoretical explanations: (1) a developmental perspective suggesting that adults today may experience extended adolescence and may be drawn into criminal behavior at later points along the life course and (2) a perspective that incorporates protective roles, opportunity to commit crimes, and the timing and sequencing of salient life course transitions into a model of late onset female crime.

In 2005, we began interviewing women in a metropolitan jail in a mid-sized Gulf coast city. The work grew out of our previous research on aftercare with incarcerated youth. Gender differences discovered in the youth study accentuated the need to extend theories of female delinquency and crime. The long-term goal of the project is to build a sound evidence-based foundation for interventions with girls and women. The immediate goals of this research project: *Goal #1* – To understand how the life course of women in jail may help to explain women’s involvement in crime and delinquency at difference life stages, chronological ages, and historical times (within their lifetimes).

Goal #2 – To discover links between women’s involvement in crime and delinquency and research evidence we have collected in our work with delinquent and at-risk girls. This includes collecting empirical evidence, as well as initiating theoretical elaborations.

Research shows the need to attend to functional age, and not only chronological age (Kellerman, 1979). Accordingly, we entered our field interviews with the assumption that incarcerated girls and young women in jail might be similar in functional age, while years separate them chronologically. Post-adolescence is a time of change, especially regarding beliefs and moral development. Self-esteem and personal efficacy are among several personality constructs that have been shown to change over the life course. What we did not expect, but also

found, was that women in mid-life exhibit delinquent behavior similar to adolescents in that life events may trigger addictive behaviors and involvement in crime in order to sustain addictions. Also, peer influence toward criminal behavior was stronger than predicted among women in mid-life.

The life course perspective has been employed to study gender differences in employment paths, family roles, and many other areas; however, very little work has been done to understand gender differences in the life course regarding criminality (however, see Giordano, Cernkovich, Rudolph 2002 for an exception). Through a series of projects, we seek to: (1) understand how girls are treated differently than boys in the criminal justice system; (2) examine women's life transitions that may have occurred during or before adolescence and set trajectories toward crime for post-adolescent offenders; and (3) compare life experiences of women and girls, taking into account timing and sequencing of events, to find evidence that explains the relationship of both functional and chronological age to criminal activity among women.

Our interviews have yielded a rich treasure of qualitative data. Through analysis of these data, collected during in-depth interviews in the jail, we have explored the self-reported life histories of incarcerated women. Our analysis has focused on transitions that women report were "turning points" in their lives that they associate with their crime trajectories. Many of the women we interviewed followed expected paths into delinquency and crime (Chesney-Lind and Belknap 2004). Physical and sexual abuse, early drug use, and peer influences were among the critical events reported by the women we interviewed. Some of these women became involved in delinquent behaviors as early as age six. Surprisingly, however, we discovered a sizable minority who did not exhibit delinquent behavior during their adolescence. Rather, these women reported the onset of addictions and criminal activities in early adulthood or mid-life, often associated with losses or family transitions. Ebaugh's (1988) work on role exits is informative, particularly in relation to the *process* of exiting a role; but role theory alone does not address issues of timing of life transitions or their consequences.

For this subset of women in our data, turning points were later in the life course, and crime trajectories were late onset. The associations with addiction, abusive relationships, and traditional gender roles were strikingly similar for early and late onset delinquency in this sample. Consequently, we believe that the life experiences of the women we interviewed may have more similarity than difference, compared with life experiences of girls in our youth studies, who exhibit delinquent behavior. Further, we cannot ignore the significant impact of family violence, physical and sexual abuse, and substance abuse on behavior in both early onset and late onset incarcerated women and the delinquent girls. These findings have led us to look further for explanations of similarities in what triggers delinquent or criminal behavior in early and late onset individuals. Developmental theories have continued to hold onto concepts of age-normative transitions and age-graded structuring of the life course (Wrosch & Freund, 2001). The life course perspective is employed in our analysis as a framework for understanding individual development, role changes, life histories and life transitions in the context of changing norms for adult behavior and changing opportunities for women to enter crime trajectories at various ages.

3. Publications

One manuscript is currently under review (See attachment):

Hanks, Roma Stovall & Carr, Nicole T. “Lifelines of Women in Jail as Self-Constructed Visual Probes for Life History Research” Under review at *Marriage and Family Review*.

Manuscripts in development are:

Carr, Nicole T. Dr. Carr has been invited to submit an entry to the *Encyclopedia on Women and Crime* on the topic, “Women, Age, and Crime.” Anticipated: December

Hanks, Roma Stovall & Carr, Nicole T. “Crime after crime: Intergenerational relationships of women in jail.” This article draws on several case studies in our dataset to describe family and non-family relationships of women in jail, including findings on: (1) delinquent and criminal behavior across generations within families, (2) relationships among women of different generations who share jail time, (3) intergenerational caretaking within families of incarcerated women, and (4) intergenerational programming for at-risk for women and girls. (Target journal: *Journal of Intergenerational Relationships or Generations*)

Carr, Nicole T. & Hanks, Roma Stovall. “Gender projects over the life course: the intersection of power, position, and person.” This case study shows gender identity and practices that are sometimes in disjunction. While “Amber” maintained ideas supportive of hegemonic femininity throughout her life, her marginalized location and stained feminine identity made pariah practices more common. (Target journal: *Gender & Society*)

Carr, Nicole T. & Hanks, Roma Stovall. “If ‘60 is the new 40,’ is 35 the new 15? Late onset crime and delinquency.” Using data from 30 life history interviews with incarcerated women, we examine 8 interviews of women that became involved in crime and the justice system after age 18. Literature in the area of crime and delinquency supports a relationship between age and crime; researchers generally argues that initial involvement in offending occurs during the early or middle teens and then declines rapidly after age 20. According to data prepared by the FBI, girls’ offending declines earlier than boys, at approximately age 17. During our research we discovered that 8 of 30 women we interviewed became involved in crime after age 20. Our analysis provides a description of these “anomalous” women. They share several qualities, including frequent mention of loss, caretaking (both social and economic), addiction, children as agents of social control. (Target journal: *Criminology or Feminist Criminology*)

Hanks, Roma Stovall & Carr, Nicole T. “‘Picture My Life’ – genograms and lifelines as visual images in life history data analysis: Case studies of women in jail.” This manuscript reports the integration of data from life history interviews, lifelines, and genograms and demonstrates how these methodologies enrich the study of lives among

women's in a special population. (Target journal: *International Journal for Qualitative Methods*)

4. Undergraduate and/or graduate students trained and mentored

These students have worked in either paid or unpaid (for credit) capacities:

Jose DeAnda (Undergraduate)

Melissa Moody (Undergraduate)

Kelly Rawls (Graduate)

5. Proposals for External Funding

There are no proposals for external funding at this time.

ATTACHMENT
Manuscript submitted to *Marriage and Family Review*

Lifelines of Women in Jail as Self-Constructed Visual Probes for Life History Research*

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* This research is supported by a grant from the Office of Juvenile Justice and Delinquency Prevention, US Department of Justice. The authors wish to thank the Warden and staff of the facility where data were collected and our research assistant Kelly Rawls.

Background

This research grew out of a process evaluation that we undertook to examine the implementation and outcome of an intensive aftercare program for adjudicated youth (Flynn, Hanks, & Bowers 2003). Analysis of evaluation data from our previous project suggested interesting differences between girls and boys (Flynn, Hanks, & Gurley, forthcoming). First, as expected based on both program differences and gender, we found that girls in our sample were overwhelmingly referred and/or committed for status offenses. While boys committed these offenses as well, they were also more likely to commit misdemeanors and be adjudicated delinquent. Furthermore, during aftercare, girls were monitored more closely than boys, regardless of their offense history. Additionally, despite their less serious involvement in delinquent activity, girls were also reported as more at-risk based on program assessment instruments. Taken together, and confirmed by extant research (Chesney-Lind & Sheldon 2004, Belknap 2001), these findings suggest that differences in socialization and social control lead to a gendered involvement with the juvenile justice system.

Researchers and justice professionals have critically examined the gendered nature of crime and deviance (Schram & Koons-Witt 2004). Much research shows that girls encounter the justice system through different paths – activities related to running away, sexuality, and incorrigibility. We have followed upon our evaluation research with a study of women in jail. Our overall interest in pursuing research on women in jail is two-fold: (1) to understand women's pathways to crime and (2) to use the life histories of incarcerated women to inform development of interventions for girls who are at risk of similar outcomes. We have chosen to focus exclusively on women and girls in order to develop a more informed theoretical approach to their involvement with the justice system.

The life course perspective has been employed to study gender differences in employment paths, family roles, and many other areas of research; however, very little work has been done to understand gender differences in the life course regarding criminality (however, see Giordano, Cernkovich, Rudolph 2002 for an exception). Sampson & Laub (1993) employed both qualitative and quantitative analyses in their landmark studies based on data originally collected by Glueck & Glueck (1950) in order to understand person-environment interaction within a

developmental perspective on delinquency and crime. Sampson & Laub “reconstructed and then examined in detail 70 life histories (of males) from the Gleucks’ sample” (Sampson & Laub 1993: 206).

Intensive qualitative analysis followed, focusing on these dimensions: marital relationships, employment histories, and criminal offending in adulthood. While our work draws on the rich intellectual heritage in criminology research literature, described and expanded by Sampson & Laub, our study takes two important departures from that tradition: (1) we focus on women and girls and (2) we analyze life histories constructed by our respondents.

Additionally, we are interested any new themes that emerge from our data to suggest questions for future research. For example, Simons, Stewart, Gordon, Conger, & Elder (2002) built on previous life course analyses in juvenile delinquency to refine explanations of stability and change in anti-social behavior from adolescence into young adulthood. These researchers found significant differences in adolescent-adult crime linkages by gender. For females, the link could be broken by a conventional romantic partner, a strong attachment to job, or conventional adult friends; for males only conventional adult friendships appeared to break the relationship between juvenile offending and adult crime. At present, our research questions suggest a qualitative approach; our interest is in collecting life histories from women who are living the experience of incarceration. In the future, insights developed from analyses of these qualitative data may suggest other methodological approaches.

Through a sequence of projects, we seek to: (1) understand how girls are treated differently than boys in the criminal justice system; (2) examine women’s life transitions that may have occurred during or before adolescence and set trajectories toward crime for post-adolescent offenders; and (3) compare life experiences of women and girls, taking into account timing and sequencing of events, to find evidence that explains the relationship of both functional and chronological age to criminal activity among women. We are now in the second phase of our research plan.

Methodology

Data reported here were generated during interviews with 30 women who were serving time in a local jail in a moderately sized city in the upper Gulf Coast region of the United States. Interviews were conducted during morning hours in a small room usually reserved for client-attorney meetings. Two interviewers conducted each interview. One interviewer led the interview and took brief notes with paper and pen; the other interviewer took detailed notes and captured quotes, using a laptop computer and MS Word software. The interviews were not taped. Prior to the start of the interview, the purpose and procedure were explained to the respondent according to informed consent guidelines approved by the university’s institutional review board and signed consent was obtained.

Each interview began with the probe, “Tell us about your life...” Respondents often replied, “What do you want me to say?” or “There’s not much to tell” but quickly began to share their life stories. During the interview, the primary interviewer introduced a sheet of paper with a single line printed across the landscaped page, about 1/3 of the distance from top to bottom. At the left end of the line was the word “Birth”; and the right end was the word “Now” (See Figure

1). Instructions regarding the lifeline were read aloud to the respondent. Some respondents preferred to relate the turning points while the interviewer placed the actual marks on the line. The interviewer made notes from comments related to the perceived turning points.

Data were coded using these dimensions: (1) orientation the respondent chose for organizing turning points (time/age, events, or relationships); (2) number of events reported; and (3) type of events considered as turning points.

Lifeline, timeline, life review, and life graph methodologies have been used in many formats as reflective techniques: to encourage respondents to relate life events as part of a life history, often with the added dimension of self-evaluation of the quality of life at various periods (Takkinen & Suutama, 2004; Bourque & Back, 1977; Clausen, 1998); to label “turning points” and construct meaning of life transitions (Clausen, 1997;); to pinpoint transitions along a developmental sequence (Graber & Brooks-Gunn, 1996); and to facilitate therapeutic approaches (Quam 1991). Some studies have reported analyses of researcher-constructed lifelines, using qualitative data from interviews, narratives, and historical records (Boyd, Hill, Holmes, & Purnell, 1998; Davies, 1996). Our purpose in using the lifeline method was not to obtain graphs of respondents’ qualitative assessments of their lives; rather, we wanted to facilitate active researcher-respondent dialogue around life events. We chose a simpler version of the lifeline methodology to obtain a self-constructed timeline of important events (turning points) that could be used as a basis for conversation during the life history interview.

Narrative research assumes that individuals “construct and reconstruct their lives continuously in order to give meaning to life events and to integrate new experiences” (Schroots & Assink 2005: 183) and narrative researchers recognize life events as fundamental units of life stories (Bluck 2001; Schroots & Assink 2005). While life stories are often collected during interviews using a “prompt word” technique (Schroots & Assink 2005 attribute this methodology to Galton 1879 with modification by Crovitz & Schiffman 1974), lifeline and timeline methods have been used to facilitate exploration of life stories “at the event level” (Schroots & Assink 2005). Timeline studies have been used to solicit significant events across the entire life course (deVries & Watt 1996). Lifeline methods have been employed to investigate the relative salience of life events across time and life sectors (Hanks 1990). Our study uses lifeline methodology as part of a larger investigation of the life histories in order to give women self-developed visual probes to help them remember, relate, and reflect upon “turning points” in their lives.

Certain life events are perceived as life-changing, turning points that are important both for the attributes of the event and for its timing. Elder (1985: p.33) observes, “Off-timed events in the transition to adulthood are known to have enduring effects, as in the sequence from...early parenthood to socioeconomic disadvantage in old age.” Research has not established definitive linkages between incarceration of women during late adolescence and early post-adolescence and the orderliness of sequencing of important life events. Further, essentially nothing is in the criminology literature regarding these linkages, if they exist, and girls’ criminality. Research questions about the timing and sequencing of life events of incarcerated adolescent girls and young women becomes even more interesting when the research is framed in the context of life course and individual/family/intergenerational trajectories (Elder, 1985). Put simply, what happens to an adolescent girl – prior to, during, and after her incarceration – can be expected to

influence the life trajectory of other members of her family; however, we do not know the magnitude or direction of that influence. What we do know is that relatives step in to provide assistance for incarcerated young women, particularly as care providers for any children that may be left behind (Minkler & Roe, 1993; Dressel & Barnhill, 1991).

While we did not undertake to interview other family members, we are interested in any self-reports of family assistance or family disruption due to the criminality of the women we interview. Other studies have looked at “family histories” constructed from the perspective of individual respondents. Our data come from individual histories, but can provide some insight into family structure and dynamics, within the boundaries of the limitation that these histories have been constructed by an individual (Fiese & Spagnola, 2005). Women in our sample have reported some degree of impact of their incarceration on other members of their families, especially for grandparents who are caring for their children. We have also heard reports of families that have assisted DHR in removing children from the custody of incarcerated parents, often resulting in bitter feelings and longings by incarcerated women to “get the kids back”. We interviewed one mother-daughter pair serving simultaneous jail terms. The children in this family were being cared for by their great-grandmother.

Analysis

Lifeline data were coded using these dimensions: (1) orientation the respondent chose for organizing turning points (time/age, events, or relationships); (2) number of events reported; and (3) type of events considered as turning points. Most respondents chose to organize their lifelines by age and linked life event. The numbers of events reported by an individual ranged from 1-11. The types of events reported were coded into categories and appear, with frequencies, in Table 1.

Family transition (not death) was the most frequently reported “turning point” on the lifeline (17 individuals). These transitions included such events as geographic relocation of the family, parental divorce, and change in custodial parenting (respondent as a child or respondent as parent). One respondent referred to being “bounced around houses.” Another respondent strikingly began her life history with “a big fight between Mom & Dad” at age 4-5. While she did not specifically mention physical abuse, she did report being afraid to visit her father after he moved out of the household. Physical abuse was reported as a turning point on only two lifelines, but is much more frequently reported in the expanded life histories of these women. It is interesting to note that physical abuse is part of the life history, but rarely rises to the level of perceived “turning point” in these histories. In contrast, sexual abuse – usually incest and most often perpetrated by an uncle or brother – is reported as a turning point by 6 women. An example of a lifeline with sexual abuse reported is shown in Figure 2.

Drug abuse was the second most frequently reported event (11 individuals). Considerable discussion in the life histories focused on drug abuse. Full analysis of the life history data is beyond the scope of this article, as our focus here is on the lifeline methodology. Of interest here is the differentiation in age of initial drug abuse and pathway into drug use/abuse. The youngest reported drug use occurred at age 5-6 (prescription pills) and age 10 (alcohol and tobacco). Perhaps more surprising, given expected patterns of women’s deviance and adult crime, is the prevalence of cases of late onset of drug abuse. The latest onset of drug abuse reported on a

lifeline in our sample is age 45; additional respondents reported starting to abuse drugs in their mid-20's, 30's, and 40's. These cases clearly fall outside patterns of experimentation with substance abuse as a dimension of adolescent delinquency. We have undertaken a fuller analysis of these late onset cases and will present a paper on the topic at the 2007 meeting of the Society for the Study of Social Problems (Carr & Hanks, 2007). An example of a late onset lifeline is given in Figure 3.

Incarceration appears as a turning point on 8 lifelines. Qualitative data on incarceration reveal differences in women's perception of the meaning of "jail time". For many, time in jail or prison is associated with loss of children or loss of relationships with other significant adults. A 26-year-old respondent who had never been in trouble as an adolescent reported, "Life was a game before [coming to jail]; now it is important." Another respondent, who was incarcerated for the first time in mid-to-late adulthood, had no turning points on her lifeline other than incarceration. "Only thing would be this," she reflected. The gravity of incarceration for these women is evident in the eclipsing of other life events and transitions. An example of a lifeline with incarceration as the only turning point is shown in Figure 4.

Four respondents reported health or mental health events as turning points; one woman specifically linked a dental episode with beginning an addiction to prescription medications. One pregnant interviewee asserted on her lifeline that a turning point in her life was the day her minister healed her HIV infection and she no longer needed to take her prescribed medication. Interviewers strongly encouraged the woman to seek advice from a health care professional about HIV medication for her own health and the safety of her unborn child. She insisted that she had been healed because she could "feel it." Her lifeline is shown in Figure 5.

Two women reported having "found the Lord" while in jail and an additional woman noted a religious experience outside jail as a turning point in her life. We learned from other women in jail that visitation is limited and "church groups" and "Bible classes" are among the few non-family visitors allowed access to these incarcerated women. Another woman mentioned "taking control" of her life while in jail as a turning point; her orientation was not religious, rather she expressed strong feelings of personal efficacy and a will to continue to be in control after release.

Discussion and Conclusions

The lifeline method was an effective visual probe to encourage respondents to discuss important events in their life histories. Although the concept of "turning point" raised questions from some women, there is surprising degree of uniformity across the lifelines in the types of events recorded – losses, births, relocations, abuses, and incarcerations. These events are consistent with definitions in the literature of the concepts of turning points and life transitions (Elder, 1985). Interviewers did not define the term because we wanted the respondents to self-define events that were life-changing to them.

One interesting finding was the salience of some events that were unexpectedly recorded as turning points. For example, one respondent placed on her lifeline a "big fight" between her parents when she was age 4-5. Another woman began her lifeline with "missed Easter program" when she was age 8. These childhood events likely would have been omitted from a researcher-

constructed lifeline, yet they were recalled as life-changing by the women whose stories we recorded. Analysis of life stories and life histories must regard subjective meanings, as well as the respondent's need to construct a life story that provides a sense of continuity within an identity (Dien, 2000; Atkinson, 2007).

Finally, our least expected and perhaps most important finding was the late-onset pattern of offending in a subset of the women in our sample (Carr & Hanks, 2007). The lifeline was not the sole source of evidence for this pattern; but it did provide self-identified visual data confirming what we had observed in our analysis of life histories. The difference in images (visual) across lifelines highlights dissimilarities in pathways to crime and clearly demonstrates the value of multiple data collection strategies for this kind of research.

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Table 1. Categories of life events reported by incarcerated women responding to lifeline probe.

| Event Category | Frequency Across Cases |
|----------------------------------|------------------------|
| Family transition (not death) | 17 |
| Drug abuse | 11 |
| Incarceration | 8 |
| Losses (death, loss of kids,...) | 7 |
| Sexual abuse | 6 |
| Health/mental health event | 4 |
| “Saved” in jail/religious event | 4 |
| Early/unplanned pregnancy | 3 |
| Job/School | 2 |
| Physical abuse | 2 |
| Consensual sex | 2 |
| Taking control of my life | 1 |

Figure 1. The Lifeline Probe

Please take a look at the “lifeline” on this page. Notice that the line is marked “Birth” at the left end and “Now” at the right end. Looking at this line, please mark along the line any “turning points” in your life. After you have marked the turning points, we can talk about why they are important to you.

Birth Now

Figure 2. Lifeline with sexual abuse.

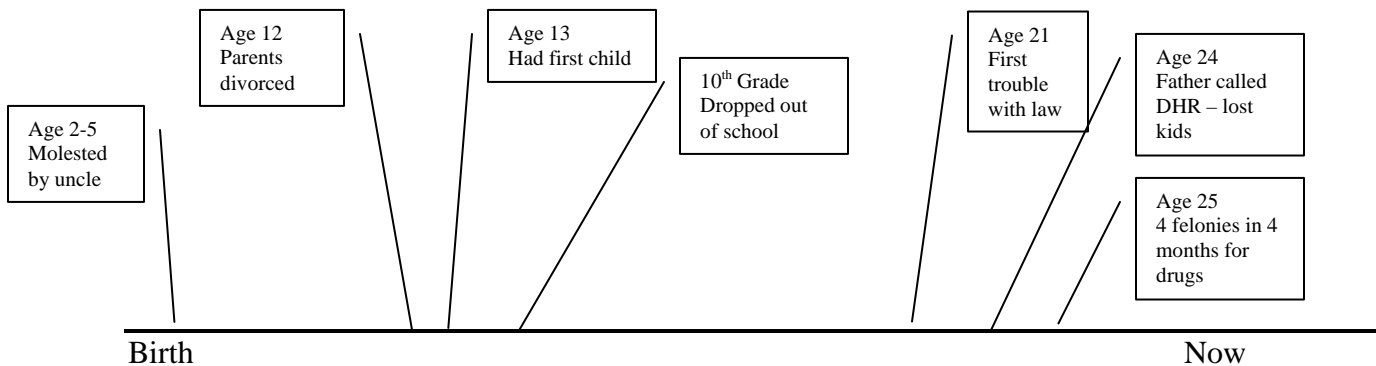


Figure 3. Late onset drug abuse.

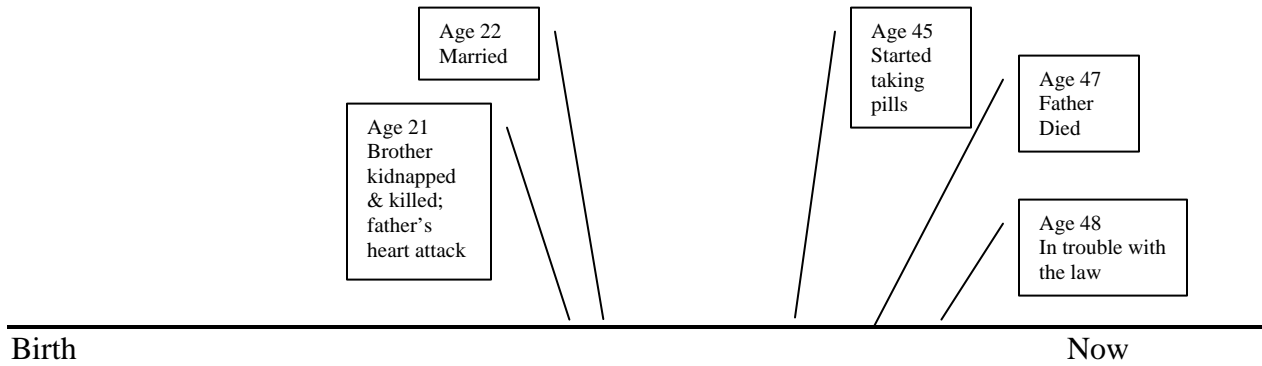
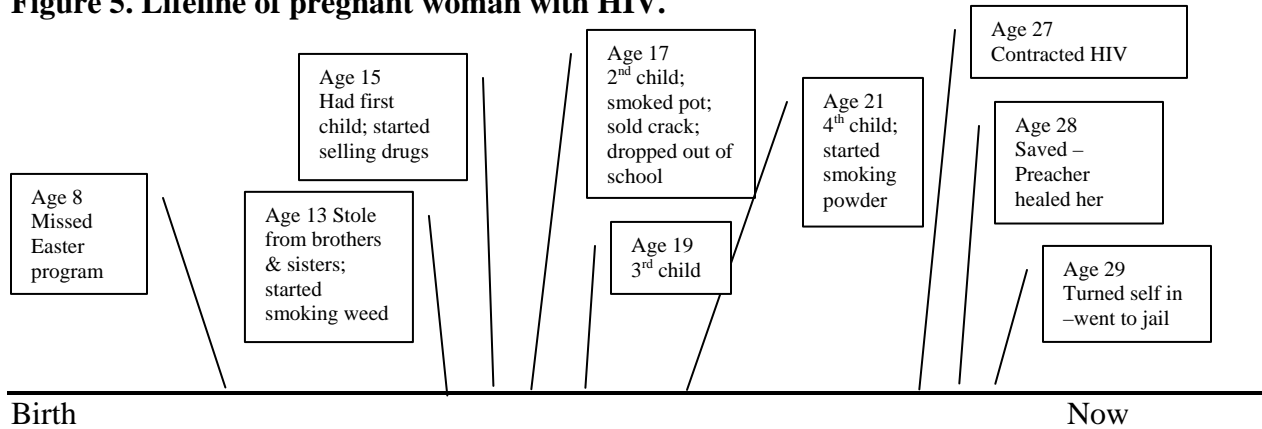


Figure 4. Lifeline with single event – incarceration.



Figure 5. Lifeline of pregnant woman with HIV.



SECTION II.

Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Two & Three

Jennifer Langhinrichsen-Rohling, Ph.D. and Lisa Turner, Ph.D.

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|-----------------------------------|--|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period | January 01, 2007 – June 30, 2007 |
| Project Title: | Reducing Intimate Partner Violence by Enhancing Relationship Skills: Year Two & Three |
| Principal Investigator: | Jennifer Langhinrichsen-Rohling, Ph.D. |
| Co-Principal Investigator: | Lisa Turner, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Year Two

- a. The goal of this project is to investigate the efficacy of a brief (four sessions) intimate partner violence prevention program. The program (Building a Lasting Love; Langhinrichsen-Rohling, Turner, McGowan, & Dooley, 2005) incorporates key elements from relationship enhancement interventions and existing domestic violence prevention programs.
- b. In year two, deliver the four-session intervention to thirty moms recruited from the Mobile, Alabama Teen Center.
- c. Collect data from thirty teen moms who will serve as the control group.
- d. Modify the intervention so it is suitable for college women who are not yet mothers. Pilot the modified intervention with at least one group of college women.
- e. Hypotheses: (1) Women receiving this intervention will show significant changes in their acceptance of interpersonal violence attitudes (less accepting) compared to control women by the end of the intervention. They should also exhibit a more internal marital locus of control post-intervention and less dysfunctional relationship beliefs and standards as compared to women in the control group. Women exposed to the intervention should also exhibit higher marital efficacy post-intervention than women in the control group. (2) Women receiving the intervention will endorse fewer symptoms of depression, greater skills with assertion, less anger and less jealousy post-intervention than women in the control condition who are not expected to change on these variables.

Year Three

- a. Continue to conduct and investigate the effectiveness of the Building a Lasting Love intervention with at-risk adolescent mothers.
- b. Continue to conduct and investigate the effectiveness of the Building a Lasting Love intervention with College women.
- c. Create a similar intervention for at-risk male adolescents currently residing at Camp Robert J. Martin Youth Leadership Academy (Camp Martin), a residential program for low to medium risk offenders and obtain pilot data for that intervention. This program will be called Building a Strong Relationship.

2. Methods and Work Plan

Female Intervention

Each group consists of up to ten participants and a group leader. Each session is approximately ninety minutes in length. To further increase interest, sessions are very interactive with participants engaging in role-playing, simulations, and discussions. Sessions are conducted at the Mobile Teen Center.

Overview of the Four Sessions:

1. **Session One:** All About Relationships. Getting to know you activities are undertaken. Characteristics of healthy and unhealthy relationships are identified. Emphasis is placed on the choices that are available to each participant. Actions to nurture important relationships are delineated as well as ways to avoid unhealthy patterns. Education about what constitutes intimate violence is given. The tenet of the program is that violence is unacceptable in intimate relationships. Safety plans are constructed at this time. Safety plans include (1) time out, (2) buddy's number, (3) resources needed, and (4) where to go. Knowing when to implement the safety and control plan is considered. Each participant chooses a goal to work on throughout the Building a Lasting Love intervention.
2. **Session Two:** Presenting the SCOPE model. What the SCOPE model is and how it applies to self and relationships with intimate partners and family members is presented. Each participant evaluates themselves in terms of their Skills, Choices, Old baggage, Patterns in relationships, and ability to handle difficult Emotions. Some important skills are addressed directly: management of criticism, control of anger/time-outs, and handling jealousy and money.
3. **Session Three:** Building a love that L.A.S.T.S.. Participants learn that the building blocks of a healthy relationship are Learning about each other; good communication with Agreeing, Assertiveness, and Anger; Sticking together and making a commitment; Trust and Teamwork rather than win-lose strategies, and last Sexual Connection and Intimacy. This session focuses on learning the rules for effective communication and the verbal and nonverbal skills that are needed for productive communication (e.g., speaker/listener, I statements, congruence between verbal and nonverbal messages, ratio of positives to negatives). Participants learn the WILL formula for assertive requests.
4. **Session Four:** Less Stress and More Fun. Participants consider when they are most vulnerable to stressors and how this may make them at higher risk for intense conflict or poor communication with their significant other. They evaluate how they currently handle stress and learn some new coping strategies. Particular focus is given to time management techniques. The session ends with participants reviewing what they have accomplished and how they can continue supporting themselves to have the kind of relationships they want.

Assessment Protocol/Specific Measures

Similar relationship-oriented self-report measures are administered pre- and post-intervention.

Treatment Fidelity

Treatment fidelity measures include: completion of check sheets of topics covered during session by observers rating the videotaped session, return of completed assignments when appropriate by participants, and observational coding of the videotapes of the intervention sessions. The Principal Investigator is responsible for adherence to the intervention protocol.

College Survey

The majority of self-report measures that were included in the questionnaire for at-risk adolescents at the Teen Center are also administered to college students who voluntarily participate in this study to fulfill research requirements for their Introductory Psychology class.

Male Intervention

In order to complete project goals with regards to delivering the intervention to at-risk males, the following steps will be taken. Session packets and intervention materials for at-risk male adolescents at Camp Martin will be developed. IRB approval for the project will be obtained. Pilot participants for the male intervention will be recruited. Pilot sessions will be conducted. Pilot data will then be used to revise the male intervention and leader's guides as appropriate. The researchers should then have a working model of the Building a Strong Relationship program.

3. Results to Date

At the completion of the Year Three data collection, 103 women have completed the pre-assessment survey at the Mobile Teen Center. Of these, 57 women were assigned to the treatment condition, and 45 women were assigned to the control condition. Using a criterion of at least two sessions attended, 41 of the 57 women successfully completed the intervention group (71.9% completion rate). Similarly, 31 of the 43 women assigned to the control condition, successfully completed the post-assessment package (72.1% completion rate).

With regards to the college students, as of June 30th, Year 3, a total of 421 students (145 male, 276 female) have completed the survey. As stated in the project goals, one college group (6 females) was conducted and completed in Year 2. Follow-up data were obtained on all group participants from this pilot group and intervention materials were revised accordingly. The researchers now have leader's manuals and intervention materials for a relationship strengthening group for college women.

During this past reporting period, the researchers have developed session packets and intervention materials for an intervention with at-risk male adolescents. The intervention is called Building a Strong Relationship. IRB approval has been granted and pilot sessions were conducted at Camp Martin with groups of 4-5 adolescent males. As of July 5th, all four sessions were pilot-tested with male adolescents. The researchers are currently in the process of incorporating the feedback they received from their pilot participants.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No changes to report.

2. Proposed Approach, Strategies, and Methods

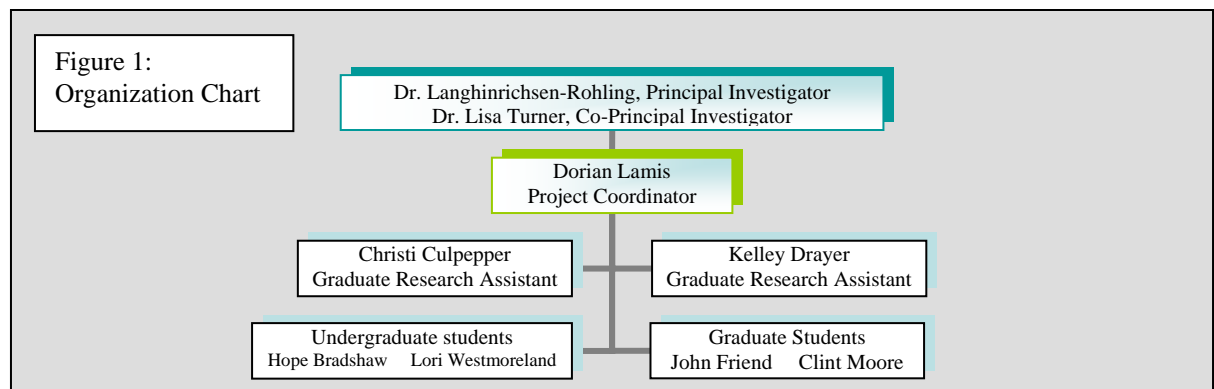
No changes to report.

3. Projected Timeline for Project Implementation

No changes to report.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

No changes to report. See the following current organization chart:



5. Project Location, Research Subjects, or Community Relationships

No changes to report.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

The researchers met regularly with Mobile Teen Center staff. Additionally, they have successfully recruited and trained a team of graduate and undergraduate students to provide childcare and transportation for group members as appropriate.

Dr. Langhinrichsen-Rohling has also met regularly with staff at Camp Martin. Three project workers have been trained to facilitate the intervention with male adolescents. One male graduate student has co-led the pilot sessions with Dr. Langhinrichsen-Rohling. The other two team members have facilitated the feedback sessions about the intervention materials.

The researchers are in the process of completing the intervention at the Mobile Teen Center. They have finished the last group within this reporting period and are now collecting the post-intervention data. During this reporting period, the researchers also completed the pilot sessions at Camp Martin for the intervention with at-risk male adolescents. A thank you breakfast was held with the staff at the Teen Center who expressed interest in maintaining a collaboration. Likewise, in the last meeting with Fred Dees, the director at Camp Martin, he indicated that he had received many positive comments from the boys who had pilot-tested the program materials. He would also be interested in maintaining an on-going relationship with the project staff. Results from these data collection efforts will now be used to revise and tighten the intervention materials and to evaluate the effectiveness of the intervention that was delivered to the adolescent mothers. Data entry and cleaning is currently in process. Some preliminary analyses have been conducted to complete Kelley Drayer's master's thesis.

All project goals have been addressed during this reporting period.

2. Cumulative (since initial award date)

- a.** See Section C.1.
- b.** The researchers have recruited and trained a team of graduate and undergraduate students to help provide childcare and offer transportation for group members at both sites as appropriate.
- c.** Assessment measures were chosen for the teen mother assessment package and for the college student assessment package. These measures have remained in place for two years of data collection.
- d.** These assessment measures were converted to Teleform self-report packets. Final formatting of these packets was completed and both the pre-group and post-group assessment forms were activated.
- e.** Efforts have been made to collapse Year One and Year Two data (as appropriate and when the same measures were available). This was done in order to increase power when conducting preliminary analyses. These data formed the basis of Kelley Drayer's master's thesis in Psychology.

- f. As of June 19, 2007, 15 separate intervention groups have been conducted and completed at the Mobile Teen Center. Similar to what was proposed, 57 women were assigned to the treatment condition (30 women per year were expected to be assigned with a total n of 60).
- g. The researchers worked to obtain IRB approval in order to collect Year Two data from Mobile Teen Center moms with an updated and streamlined assessment package. IRB renewal approval was submitted and received in November 2006.
- h. The IRB submission for college women was made on December 15th, 2005. IRB approval for this study was granted in January of 2006. One intervention group was conducted with college women. A renewal IRB was submitted in December 2006 and received in January of 2007. This has allowed the researchers to collect on-line relationship data from over 400 college students.
- i. Weekly team meetings have been held continuously with project staff.
- j. Meetings have been held regularly with the Director of the Mobile Teen Center and with Teen Center case workers to insure ongoing cooperation with the project and to specify the logistics of the interventions as they are taking place at the Mobile Teen Center. Certificates of recognition were presented to staff at a breakfast at the Teen Center at the end of June.
- k. After the resignation of the first project coordinator in fall 2005 (due to finding a higher paying full-time job), the Principal Investigator agreed to conduct all the Mobile Teen Center groups for the Year Two grant. This decision is on-going. The PI also facilitated all of the pilot groups at Camp Martin.
- l. In June of 2006, a new Project Coordinator was hired for the grant. He worked for one year and his last day was July 3rd, 2007. He left the program to begin work on his doctorate in Psychology from the University of South Carolina.
- m. IRB approval was obtained to pilot test the intervention with adjudicated adolescent males.
- n. Regular meetings were held with Camp Martin staff.
- o. Pilot testing of the Camp Martin sessions was completed on July 5th, 2007.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

None to report.

2. Actions Taken to Resolve Problems

None to report.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

To date, 103 women have completed the pre-assessment survey at the Mobile Teen Center. Of these, 57 women were assigned to the treatment condition, and 43 women

were assigned to the control condition. Using a criterion of at least two sessions attended, 41 of the 57 women successfully completed the intervention group (71.9% completion rate). Similarly, 31 of the 43 women assigned to the control condition, successfully completed the post-assessment package (72.1% completion rate).

The researchers ran an online college survey in the fall of 2006 and spring of 2007. As of now, 421 college students have completed the survey.

The researchers are conducting pilot sessions of the adolescent males' intervention at Camp Martin Leadership Academy.

IRB approval was obtained and renewed for the female intervention and college student component of the project. IRB approval for the at-risk male participants has been granted.

Kelley Drayer's thesis proposal, which is based on these data, was defended successfully during this reporting period.

All collected data are being entered into data analysis programs. Data cleaning efforts are currently underway.

2. Quantitative and Qualitative Data on Which these "Findings, Results...Achievements" are Based

Female Intervention

Similar measures are being administered pre- and post-intervention. They are as follows:

Pre-Intervention

- Beck Depression Inventory –II (BDI-II)
- Rosenberg Self-Esteem Scale
- Acceptance of Interpersonal Violence Scale
- Miller Marital Locus of Control Scale (MMLOC)
- Experiences in Close Relationships scale
- Assertion Inventory (AI)
- Multidimensional Anger Inventory (MAI)
- Prochaska Goals
- Dyadic Adjustment Scale (DAS)
- Modification of the Conflict-Tactics Scale-2
- Injury Occurrence and Conflict Resolution History & Motivation
- Relationship Belief Inventory (RBI)
- The Inventory of Specific Relationship Standards (ISRS)
- Unwanted Pursuit Behavior Inventory – Short Form
- Interpersonal Jealousy Scale (IJS)
- Marital Efficacy Scale

Post-Intervention

- Acceptance of Interpersonal Violence Scale
- Miller Marital Locus of Control Scale (MMLOC)
- Assertion Inventory (AI)
- Multidimensional Anger Inventory (MAI)
- Prochaska Goals
- Dyadic Adjustment Scale (DAS)
- Modification of the Conflict-Tactics Scale-2
- Marital Efficacy Scale

3. Discussion and Preliminary Conclusions

Overall, across all groups and sessions and questions about the program, the mean rating for the program was 4.66 on a scale from 1 to 5. The mean session ratings are as follows: Session 1 = 4.63; Session 2 = 4.61; Session 3 = 4.61, and Session 4 = 4.80. Further analyses of changes in the pre- and post- assessments are in progress.

Evaluation of the pilot sessions with participants at Camp Martin began in June 2007. The mean session ratings are as follows: Session 1 = 4.53, Session 2 = 4.62, Session 3 = 4.67, and Session 4 = 4.98. Overall, across all groups, sessions and questions about the program, the mean rating for the program was 4.70 on a scale from 1 to 5. Verbal feedback indicated that both the boys and the girls enjoyed the session materials.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

Participant workbook and leader materials have been finalized for the teen mother population. Participant workbook and leader materials have been finalized for college women. Working drafts of participant workbooks and leader materials are available for adolescent males.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

- a. Dr. Langhinrichsen-Rohling gave a presentation titled "Reducing Intimate Partner Violence by Enhancing Relationship Skills" in December 2005 as part of the YVPP Brown Bag Lunch Series: Prevention of Youth Violence and Youth Victimization.
- b. Preliminary results evaluating the intervention were presented to the Youth Violence Prevention Program Advisory Panel in May of 2006.
- c. A paper presenting these preliminary results (combining Year One and Year Two data) was also presented at the Society for Prevention Research in San Antonio, Texas at the end of May 2006.
- d. Kelley L. Drayer presented a poster of these preliminary results at the Southeastern Psychological Association's conference in New Orleans, Louisiana at the end of February 2007, and at the University of South Alabama's Research Conference in April of 2007.

- e. Kelley L. Drayer, a second year graduate student at the University of South Alabama, successfully proposed her thesis on the data that has been collected from Year Two of this study in May of 2007.

3. Publications

Information describing this intervention was written into a book chapter that was co-authored by Dr. Langhinrichsen-Rohling, Dr. Turner, and Marilyn McGowan. The title of the chapter is Preventing Intimate Partner Violence in At-Risk Adolescent Mothers and the name of the book is Family Therapy for Domestic Violence: A Practitioner's Guide to Gender-Inclusive Research and Treatment (Eds. John Hamel and Tonia Nicholls; Springer Publishing Company). The book is expected to be read by psychologists and other mental health professionals. Dr. Langhinrichsen-Rohling has been selected as an invited speaker to a national conference being organized by the authors of this book. This conference will take place in the Spring of 2008. Advanced publicity for this conference can be found in the Appendix.

4. Undergraduate and/or Graduate Students Trained and Mentored

Multiple undergraduate students and graduate students have received training and experience while working on this project. See the organization chart in Section B.4 for additional details.

5. Proposals for External Funding

None to report at this time; however, on-going communication is occurring between the PI and the director of Lifelines, a local agency that provides a psychoeducational group to women adjudicated for perpetrating intimate partner violence. The potential for grant-writing is being explored.

SECTION III.

A Longitudinal Analysis of Suicide Proneness in Adjudicated Youth

**Jennifer Langhinrichsen-Rohling, Ph.D., Nicole Carr, Ph.D., and
Kenneth Hudson, Ph.D.**

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|------------------------------------|--|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | A Longitudinal Analysis of Suicide Proneness in Adjudicated Youth |
| Principal Investigator: | Jennifer Langhinrichsen-Rohling, Ph.D. |
| Co-Principal Investigators: | Nicole Carr, Ph.D. and Kenneth Hudson, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

The associations between youth violence and suicide are important to understand since they have both been identified as public health problems and suicide is currently the third leading cause of death among 15 to 24-year olds (CDC, 2004). Previous research has shown that youth who have engaged in violence toward others are more likely to engage in self-violence or suicidal behavior than non-violent or non-conduct disordered youth (Woods et al., 1997). This project proposes to identify risk factors for suicide proneness in adjudicated youth and to predict changes in suicide proneness over time in individuals involved within the criminal justice system. These purposes will be accomplished by conducting analyses in two different pre-existing data sets.

The first goal of this project is to compare levels of suicide proneness among youth involved in the juvenile justice system, youth attending the Early Warning Truancy program, and comparison youth attending two local schools. The original data sets were collected by Drs. Catalina Arata, David Bowers, and Jennifer Langhinrichsen-Rohling while conducting the now completed USA Youth Violence Prevention Program project titled “Mental Health and Protective Factors among Control, At-Risk, and Delinquent Youth.” It is expected that suicide proneness will be significantly elevated in adjudicated youth versus truant youth and that both adjudicated youth and truant youth would report higher rates of suicide proneness than youth in the comparison sample.

The second goal of this project is to create a longitudinal data set that will include measures of suicide proneness at several points of time while adolescents are residing in an alternative sentencing program. The original data sets were collected by Drs. Nicole Carr (Flynn), Roma Hanks, and Kenneth Hudson while conducting the now completed USA Youth Violence Prevention Program project titled, “Process and Outcome Evaluation of Networked Aftercare System (NAS) at Strickland Youth Center.” This data set will need to be constructed, carefully cleaned, and prepared for data analyses.

The third goal of this project is to determine what percentage of delinquent adolescents report elevated suicide proneness at each data collection point. Analyses will be conducted using Time One data as a predictor of Time Two elevations in suicide

proneness. Gender differences in predictors of suicide proneness among adjudicated youth will be considered if the data set allows it.

2. Methods and Work Plan

For Goal 1:

1. Meticulously review the first data set to ensure that all data were properly entered.
2. Review the statistical literature to conduct up-to-date procedures with regards to missing data. Correct missing data problems or invalid response pattern problems as necessary.
3. Create summary scores for all relevant variables for all youth at the three sites.
4. Conduct descriptive and inferential statistics to test hypotheses that suicide proneness scores will be significantly elevated in youth involved in the juvenile justice system as compared to truant youth, and comparison youth who are still in school.
5. Prepare presentations and publications if these data warrant it.

For Goal 2:

1. Principal Investigator will meet regularly with her Co-Principal Investigators who collected the NAS data set.
2. Meticulously review the data set to ensure that all data were properly entered at each time point (intake, discharge, 3 months, 6 months, and 12 months post-discharge).
3. Create summary scores for all relevant variables at all time periods.
4. Review the statistical literature to conduct up-to-date procedures with regards to missing data.
5. Conduct advanced analyses including mediational models, regressions, and growth curve modeling as these data allow.

For Goal 3:

1. Conduct descriptive analyses using the Life Attitudes Schedule – Short Form (LAS-SF) manual published cut-offs for suicide proneness in adolescents.
2. Conduct advanced analyses to test the predictors of suicide proneness at Time Two for both male and female adolescents.
3. Consider whether there are analyses that can model changes in suicide proneness over time for adjudicated youth.
4. Prepare results for publication and dissemination as warranted.

3. Results to Date

The researchers have held weekly team meetings to discuss project work and progress in meeting project goals. The researchers have completed all work on Goals 1 and 2 (see Section A.2 of this report) and dissemination efforts are underway. Goal three has begun and should be completed by the end of the project period.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

An additional goal was added to test the psychometric properties of the LAS-SF in the longitudinal data set of adjudicated youth.

2. Proposed Approach, Strategies, and Methods

None to report.

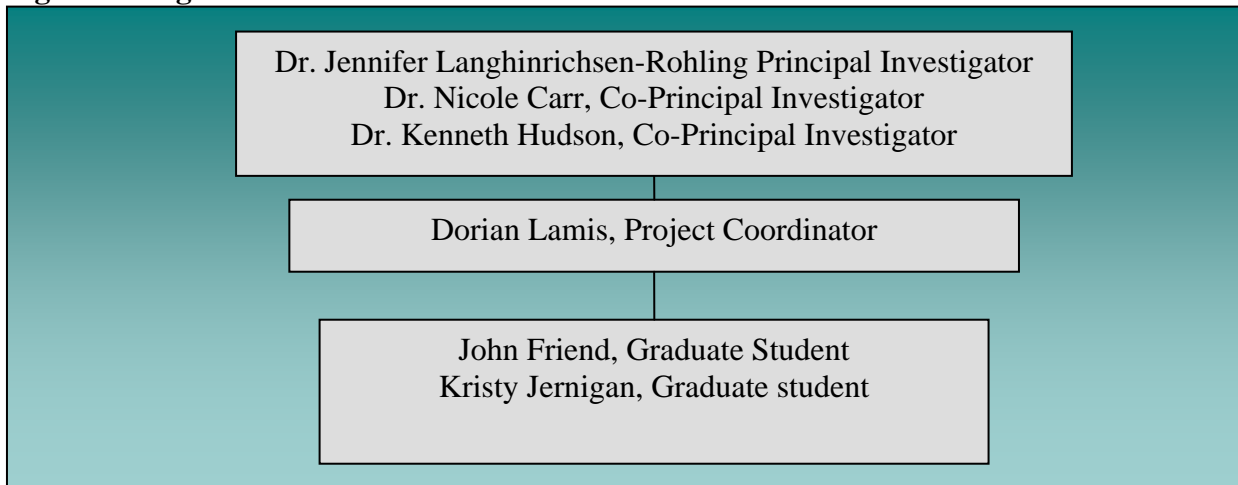
3. Projected Timeline for Project Implementation

None to report.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

No changes to report. See organization chart below.

Figure 1. Organization Chart



5. Project Location, Research Subjects, or Community Relationships

No changes to report.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

During this reporting period, the researchers finished replicating the LAS-SF Total Factor Score Structure and produced acceptable fit statistics and factor loadings for the sample of adjudicated adolescents at discharge. They presented these data at the meeting of the Association for Psychological Science in May 2007. They have also begun to write a

paper highlighting this information. Efforts to conduct the final analyses specified to complete Goal 3 are on-going.

2. Cumulative (since initial award date)

Completed work on Goal 1. Specifically, the researchers (1) reviewed the original data set to ensure that all data were properly entered; (2) reviewed the statistical literature to conduct up-to-date procedures with regards to missing data; (3) corrected missing data problems or invalid response pattern problems as necessary; (4) created summary scores for all relevant variables for all youth at the three sites; (5) conducted descriptive and inferential statistics to test hypothesis that suicide proneness scores will be significantly elevated in youth involved in the juvenile justice system as compared to truant youth, and youth who are still in school; and (6) prepared results for presentations and publications.

Completed work on Goal 2. Specifically, 1) Principal Investigator met regularly with her Co-Principal Investigators who collected the NAS data set. 2) Meticulously reviewed the data set to ensure that all data were properly entered at each time point (intake, discharge, 3 months, 6 months, and 12 months post-discharge). 3) Created summary scores for all relevant variables at all time periods. 4) Reviewed the statistical literature to conduct up-to-date procedures with regards to missing data. 5) Conducted advanced analyses including mediational models, regressions, and growth curve modeling.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

N/A

2. Actions Taken to Resolve Problems

N/A

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

Selected findings or results have been reported in two papers submitted for publication in peer-reviewed journals and three posters accepted for presentation at professional conferences. One of these papers is now in the revise and resubmit phase; the other is being re-written for another journal. Two additional suicide-related papers are in development. Copies of the papers submitted for publication follow this report.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

First, rates of suicide proneness (as measured by the Life Attitudes Schedule – Short Form) and rates of self-reported suicidal behavior (ideation and attempts) were compared with data gathered from youth on probation (assessed at Strickland Youth Center), youth

mandated to attend an early warning truancy program; and youth from a diverse high school (Murphy High School) and middle school (Denton Middle School). Obtained rates were also compared in the literature. Differences in sampling strategies (i.e., collecting confidential versus anonymous data) precluded publishing these direct comparisons. Second, regression models were estimated to predict a history of suicidal behavior (ideation or attempts) among adjudicated youth from the Strickland Youth Center. Predictors included levels of depressive symptoms, hopelessness, and the Life Attitudes Schedule – Short Form. Qualitative data about the suicidal behaviors of these adjudicated adolescents was also obtained via interviews. These data were analyzed and included in a publication that was submitted to a peer-reviewed journal on December 20th, 2006. This paper has been accepted pending a revision and substantial shortening of the manuscript.

Data about the suicide proneness of youth from the school and the truancy sample were analyzed for a separate publication. These data were used to consider the association between experiencing same-sex attractions and increased suicide proneness during adolescence. Mediators to this relationship were considered and included levels of depressive symptoms, hopelessness, and perceived social support. Gender differences in mediational models were also tested. These data were included in a manuscript that was submitted for publication in a peer-reviewed journal in early December, 2006. This paper is being rewritten to submit to another journal.

Third, in an independent data set, youth who were residing in a treatment facility for low to medium risk juvenile offenders were assessed multiple times as they participated in the juvenile justice system. A measure of suicide proneness was included in this assessment package at discharge, and 3, 6, and 12 months post-discharge. The researchers have now completed conducting analyses that replicated the factor structure of the LAS-SF in this high-risk sample. These analyses are concluded and are being written for publication. Additional analyses will be conducted to determine if there are risk or protective factors at intake that can predict elevated suicide proneness while youth are involved in the juvenile justice system. This part of the project is currently taking place. Publications will be generated from these analyses as warranted.

3. Discussion and Preliminary Conclusions

Preliminary replication of LAS-SF Total Factor Score Structure produced acceptable fit statistics and factor loadings that are similar to the findings by Lewinsohn and colleagues (2004). The researchers were able to replicate previous research testing the theoretical model of the LAS-SF. These findings confirming the factor score structure of the LAS-SF in a sample of adjudicated adolescents are very promising. The researchers' findings lend evidence to the possibility of using the LAS-SF to successfully assess suicide proneness in adjudicated youth. The researchers are now in the process of using the preliminary confirmatory factor analyses of the LAS-SF in this high-risk sample to model changes in suicide proneness over time.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

This is the second categorical assistance progress report for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

A conference poster titled “Understanding the relationship between adolescent sexual orientation and suicide proneness” (Dorian Lamis, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., & Kenneth Hudson, Ph.D.) was presented at the Spring, 2007 meeting of the Southeastern Psychological Association in New Orleans, LA. A poster on predicting and understanding the suicidal behavior of adjudicated adolescents (Jennifer Langhinrichsen-Rohling, Ph.D. & Dorian Lamis, M.A.) was presented at the 2007 Annual Meeting of the American Association of Suicidology. Also, a poster titled "Confirmatory factor analysis of the Life Attitudes Schedule-Short Form in a sample of adjudicated adolescents" (Dorian Lamis, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., Kenneth Hudson, Ph.D., & Nicole Carr, Ph.D.) was presented at the meeting for the Association for Psychological Science in Washington D.C in May of 2007.

3. Publications

During the last reporting period, two manuscripts were submitted for publication in peer reviewed journals. A paper titled, “Predicting and understanding the suicidal behavior of adjudicated adolescents” (Jennifer Langhinrichsen-Rohling, Ph.D., & Dorian Lamis, M.A.) has been accepted pending some significant changes to the work. Also, a paper titled “Mediators of the Relationship Between Same-Sex Sexual Attraction and Suicide Proneness in Male and Female Adolescents” (Jennifer Langhinrichsen-Rohling, Ph.D. & Dorian Lamis, M.A.) was submitted. This paper is being revised for resubmission to another journal. Two other suicide-related papers are currently being written up for journal submission. This fall, Dr. Langhinrichsen-Rohling will be traveling to the University of Michigan to give an invited talk on suicide, gender, and adolescents.

4. Undergraduate and/or graduate students trained and mentored

- a. John Friend (graduate student)
- b. Kristy Jernigan (graduate student)

5. Proposals for External Funding

None to report.

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- Woods, E. G., Lin, Y. G., Middleman, A., Beckford, P., Chase, L., & Durant, R. H. (1997). Associations of suicide attempts in adolescents. *Pediatrics*, 99, 791-796.

SECTION IV.

**Evaluating the Helping Families Initiative and Documenting
Hurricane Related Youth Violence**

**Lisa Turner, Ph.D., Jennifer Langhinrichsen-Rohling, Ph.D. and
Jayne Carson, M.S.**

| | |
|-----------------------------------|--|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | Evaluating the Helping Families Initiative and Documenting Hurricane Related Youth Violence |
| Principal Investigator: | Lisa Turner, Ph.D. |
| Co-Principal Investigator: | Jennifer Langhinrichsen-Rohling, Ph.D. |
| Co-Principal Investigator: | Jayne Carson, M.S. |

A. Project Summary

1. Goals, Objectives, Hypotheses

This project is designed to evaluate the effectiveness of the Helping Families Initiative (HFI). HFI provides support for families at a critical time – when a child has committed C (severe behavior), D (drugs), or E (weapons) violation(s) within the Mobile County School System. The goal of HFI is to assess the family’s needs, refer the family to appropriate services, follow-up to see that the services are accessed, and then assess the family after services have been received.

With data gathered by HFI staff, the researchers will address two questions: (a) Does school adjustment vary as a function of HFI? and (b) Does family functioning improve for families in HFI? These findings will contribute to the refinement of HFI and to the possible development of future programs.

Because of the recent hurricanes along the Gulf Coast, many students have endured significant stress and have been displaced. All displaced students are coded within this database and the researchers will conduct a set of analyses to describe the needs of this group. First, they will determine if displaced students account for a disproportionate number of school offenses. Second, they will determine if displaced families that are being served by HFI differ noticeably from the non-displaced families. These findings will contribute to further understanding of hurricane related stress and its potential effects.

2. Methods and Work Plan

To evaluate the Helping Families Initiative (HFI) and document hurricane related violence, the researchers are gathering data from HFI, transferring those data into SPSS, entering data gathered from the Mobile County Public School System (by HFI), checking all data, and then conducting a series of analyses.

3. Results to Date

Analysis of the HFI (N= 181) and school data (N = 106) indicate that scores on the North Carolina Family assessment improved from pretest to posttest (See Figure 1) and scores of Child Well-Being were related to school outcomes (See Table 1). These findings

support the hypothesis that the Helping Families Initiative has been effective in improving important elements of family functioning.

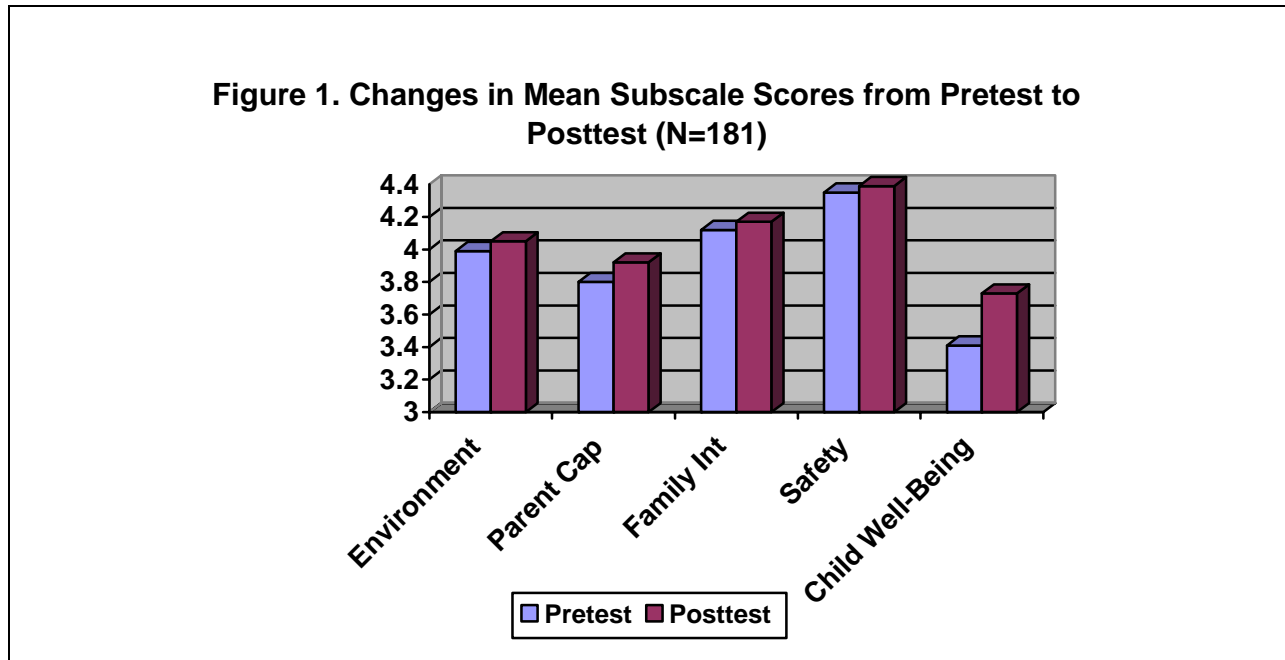


Table 1. Correlations of the North Carolina Family Assessment with School Outcomes

| | North Carolina Subscale | | | | |
|----------------|-------------------------|------------|------------|--------|------------------|
| | Environ | Parent Cap | Family Int | Safety | Child Well-Being |
| Grades | .15 | .29* | .31* | .24* | .38* |
| Unex. Absences | -.08 | -.23* | -.16 | -.10 | -.32* |
| Infractions | -.13 | -.33* | -.36* | -.15 | -.42* |

* $p < .05$, N's vary slightly from 101 to 106.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No changes to report.

2. Proposed Approach, Strategies, and Methods

No changes to report.

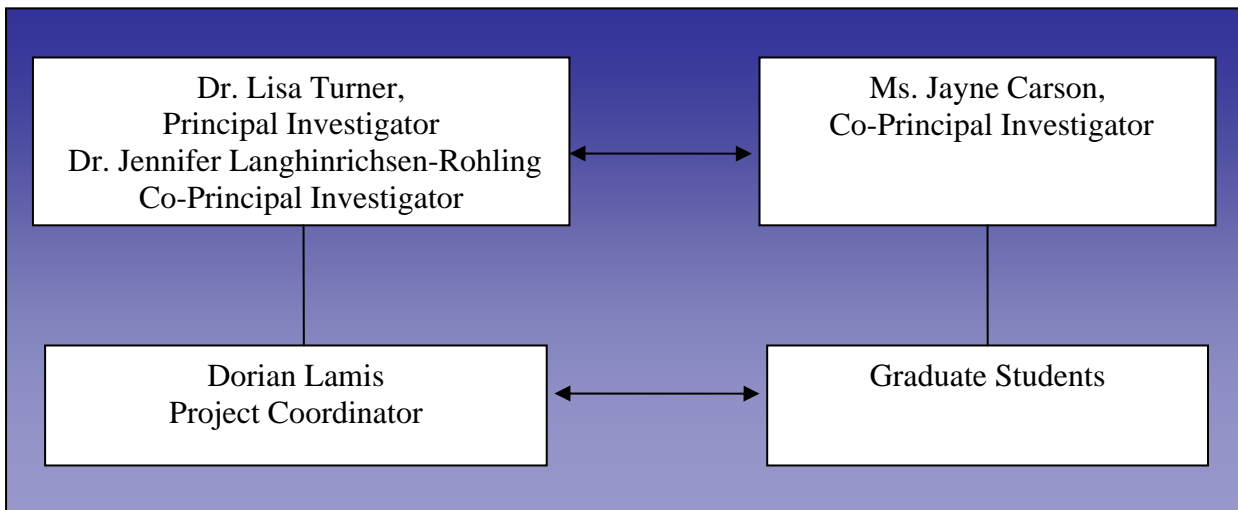
3. Projected Timeline for Project Implementation

No changes to report.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

Lisa Turner was made principal investigator for the project. Dr. Langhinrichsen-Rohling is now the co-principal investigator. See organization chart below.

Organization Chart



5. Project Location, Research Subjects, or Community Relationships

No changes to report.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

- a. School data were gathered and matched to 106 cases who received services from the Helping Families Initiative.
- b. Statistical analyses have been conducted and preliminary results reported to the Helping Families Initiative.
- c. The research team meets weekly to discuss activities associated with the project.
- d. Drs. Langhinrichsen-Rohling and Turner have met regularly with Ms. Jayne Carson from HFI.
- e. Schools that were most affected by the hurricanes are being identified and will be matched to less affected schools that will serve as a comparison group.

2. Cumulative (since initial award date)

- a. Two graduate students (Ashley Powell and Thomas Sherrer) were trained to work with HFI. They are active in conducting follow-up interviews with parents and schools.
- b. Brittany Escuriex (although not employed by the project) has assisted with data management.
- c. The researchers have gathered the first round of data from HFI and successfully converted it into SPSS for analysis. The first series of analyses have been completed.
- d. The research team has continued to meet weekly to discuss activities associated with the project.
- e. Drs. Langhinrichsen-Rohling and Turner have met regularly with Ms. Jayne Carson from HFI throughout the year.
- f. Institutional Review Board approval was granted for the project.
- g. The first report to emerge from the project has been initiated.
- h. Data analysis is continuing.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

Identifying appropriate comparison schools for the hurricane part of this project is more difficult than the researchers expected but should be completed soon.

2. Actions Taken to Resolve Problems

Terri Duck (undergraduate student) is currently devoting about 10 hours/week to gathering school information.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

Analyses of the North Carolina Family Assessment data have been conducted. The North Carolina Family Assessment is administered when families enter the program (pretest) and when they exit the program (posttest). As predicted, scores on each domain of the assessment (Environment, Parental Capability, Family Interaction, Family Safety, Child Well-Being) improved significantly from pretest to posttest. The greatest gains were seen in Child Well-Being.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

Participants

To address the first objective of this project (the effectiveness of the Helping Families Initiative), the researchers are focusing on 180 families who were referred and received services through the Helping Families Initiative.

To address the second objective (Hurricane related offenses), the researchers are focusing on two years of referrals to the Helping Families Initiative.

Measures

The North Carolina Family Assessment is designed to assess families' strengths and weaknesses. The scale is completed by a trained professional after spending at least five hours with the family. Interviews and interactions take place with: (a) parent(s) alone, (b) child alone, and (c) parent(s) and child together. Based on observations and information gathered during these interactions, the professional completes the North Carolina Family Assessment. The assessment includes 31 items categorized into five domains (Environment, Parental Capabilities, Family Interactions, Family Safety, and Child Well-Being). Each item is assigned a score by the rater. Scores range from -3 to +2. Scores of 0, +1, or +2 indicate that no intervention is needed in that area. Positive numbers indicate that the family has strengths in that area. Negative scores indicate the need for intervention (-1 reflects a mild problem, -2 reflects a moderate problem, and -3 reflects a severe problem). Means are calculated based on the item scores within each domain. If the domain score is below zero, intervention is warranted and a service plan is developed for that domain. The North Carolina Family Assessment is conducted when families enter the Helping Families Initiative and when they complete the recommended interventions.

3. Discussion and Preliminary Conclusions

Analysis of the Helping Families Initiative (N= 181) and school data (N = 106) indicate that scores on the North Carolina Family assessment improved from pretest to posttest

(See Figure 1) and scores of Child Well-Being were related to school outcomes (See Table 1). These findings support the hypothesis that the Helping Families Initiative has been effective in improving important elements of family functioning.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

A copy of the initial results from the analysis of the Helping Families data has been sent to the Helping Families Program. This is the second categorical assistance progress report for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

None yet.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

Two graduate students (Ashley Powell and Thomas Sherrer) have been trained and are being mentored to work with HFI. Another graduate student (Brittany Escuriex) has been trained and is being mentored on data analysis. One undergraduate student (Terri Duck) is also being trained and mentored.

5. Proposals for External Funding

None to report.

Section V.

**Expressive Alternatives: Improving Odds for Youth at Risk for
Violent Behavior**

Ellen Broach, Ph.D., Constance Smith, M.A., and Steve Pugh, Ph.D.

| | |
|------------------------------------|---|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | Expressive Alternatives: Improving Odds for Youth At-Risk for Violent Behavior |
| Principal Investigator: | Ellen Broach, Ph.D. |
| Co-Principal Investigators: | Constance Smith, M.S. Steve Pugh, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Project Goals and Objectives

| |
|---|
| <p>Goal A: Conducted an extensive review of the literature on efficacy studies pertaining to expressive arts programs, youth at risk for violence, social emotional learning, and flow theory.</p> <p>Objectives:</p> <p>A1: By the end of fall semester 2006, a literature review examining the effects of a dramatic arts interventions, socio-emotional learning, and flow on youth at risk for violence was completed.</p> |
| <p>Goal B: Utilized literature review to develop a curriculum.</p> <p>Objectives:</p> <p>B1: By February 2007, the curriculum for a pilot study was completed.</p> <p>B2: By February 2007, evaluation tools for the curriculum was developed.</p> |
| <p>Goal C: Pilot some of the curriculum with youth at risk for violence.</p> <p>Objectives:</p> <p>C1: During March and April 2007, the researchers piloted 8 sessions of the curriculum with youth at selected Boys and Girls Clubs that will not be involved in larger project.</p> <p>C2: Pre- and post-tests were administered to assess knowledge acquired from the curriculum sessions.</p> <p>C3: After the program, the research team coordinated focus groups for qualitative feedback that included social validity of program goals, process, and effects.</p> |
| <p>Goal D: Finalize curriculum that links social emotional learning and the technical skills in dramatic arts based on the results of the pilot and the literature review.</p> <p>Objectives:</p> <p>D1: By July 2007, a revised curriculum will be completed.</p> |

| |
|---|
| <p>Goal E: Finalize specific research protocol.</p> <p>Objectives:</p> <p>By July 2007 the researchers will do the following:</p> <p>E1: Specify timeline for a long term research program</p> <p>E2: Specify program plans for finalized curriculum content</p> <p>E3: Specify reliability strategies</p> <p>E4: Specify evaluation tools</p> <p>E5: Specify implementation strategies for evaluation tools</p> <p>E6: Specify implementation timelines for evaluation</p> |
| <p>Goal F: Finalize all collaborations for research implementation.</p> <p>Objectives:</p> <p>F1: Receive Institutional Review Board (IRB) approval for large project.</p> <p>F2: Finalize agreements with the Boys and Girls clubs.</p> <p>F3: Finalize agreements with the appropriate physical education teachers.</p> |

Statement of Hypotheses

H1: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** awareness of abilities in dramatic arts when compared to pre-test levels of knowledge of abilities.

H2: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** knowledge of social skills to increase positive relationships when compared to pre-test levels.

H3: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** knowledge of communication skills when compared to pre-test levels of knowledge

H4: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** perceived enjoyment in the program when compared to pre-test levels of enjoyment levels.

H5: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** knowledge of personal values when compared to pre-test levels of knowledge personal values.

H6: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** knowledge of skills for problem solving when compared to pre-test levels of knowledge of problem solving skills.

H7: Participants who attend approximately 8 dramatic arts sessions (2 x wk; 4 wks; 2 hr session) **will increase** knowledge of skills for stress management when compared to pre-test levels of knowledge stress management skills.

2. Methods and Work Plan

The researchers will develop and evaluate a dramatic arts curriculum that includes hands on learning, mentoring and reinforcement of socio-emotional knowledge through weekly group sessions. The project will be designed to engage youth directly in drama processes that include acting, directing, and set and costume construction. The students will process their learning through a therapeutic recreation expressive arts curriculum that will use fun activities to highlight social skills, values, and self determination. The program to be evaluated will focus on motivating and encouraging referred students with risk of developing violent behavior. The referred students will be those who have creative inclinations as determined by staff at the Boys and Girls Club and classroom physical education teachers. The process will be designed to assist the students in achieving success by nurturing their untapped talents thus causing self awareness of abilities.

First, an extensive literature review will be conducted to examine research on youth at risk for violence, interventions related to expressive arts, and social emotional learning (fall semester 2006).

Second, implications for research and practice based on this literature review will guide the development of the dramatic arts/therapeutic recreation curriculum (fall semester 2006) and evaluation tools.

Third, some of the curriculum will be implemented at selected Boys and Girls Clubs by faculty in the University of South Alabama Drama Department and Therapeutic Recreation Program, graduate students in therapeutic recreation (TR), and undergraduate student in dramatic arts and TR. Approximately 15 participants will be referred to the pilot program from the Boys and Girls Club of South Alabama by Inger Anderson, Director of Operations. The Boys and Girls Club serves over 5,500 youth in the Mobile area. The participants will be youth who are at the greatest risk of developing violent behavior according to the CDC National Center for Injury Prevention and Control (CDC, 2006). The pilot program will focus on children ages 11 to 14 without delinquent records. The researchers have secured arrangements from the Boys and Girls Club who have agreed to make referrals of appropriate students and provide transportation if necessary. All participants will be covered by Liability Insurance provided by the Boys and Girls Club.

The selected sessions will be held Saturdays from 10:00a.m. to 3:00p.m. for 4 weeks at a selected Boys and Girls program not targeted for the larger project. Each class per week will be devoted to pre- or post-processing theatre skills and the relation to a social-emotional learning focus area. Evaluation of the pilot will be conducted through self-administered assessments and focus groups. Theater Skills will involve instruction in the areas of painting, carpentry, upholstery, sewing, text analysis, writing, memorization, public address, and movement. The Social Emotional Learning (SEL) will focus on processing and reinforcing the life skills taught in Theatre Skills. The SEL curriculum will use expressive arts (art, role playing, etc) while reinforcing SEL components that may include social skills, managing stress, and self awareness.

Pilot project researchers will evaluate and refine the curriculum and outcome measures. The researchers will establish a weekly program plan prior to the project. Program effectiveness will be evaluated weekly. Changes will be made based on the evaluations. The project will result in a revised curriculum and outcome measures (spring semester, 2007). The long term project will extend the outcome measures to include behavior inventories conducted by student teachers and a reading evaluation. A proposal for the implementation for a long term research project will be completed (summer 2007).

3. Results to Date

The literature review has been completed and the pilot curriculum was implemented. Data was collected on self esteem, social emotional skills, and social validity. Subjects were 11-14 year old boys and girls with creative inclinations who would not otherwise have an opportunity to experience the arts. The program included five, four hour dramatic arts sessions and two on campus theater experiences. The final dramatic arts session was a performance and presentation of the students' work. Mean scores between pre-tests and post-tests were compared using t-tests ($p < .05$). The results for self esteem showed significant difference ($t = 2.907$, $p = .034$, pre-test $M = 27.50 \pm 2$, post-test $M = 21.67 \pm 5.1$) and conflict resolution showed significant change ($t = 3.781$, $p = .01$, pre-test $M = 10.17 \pm 1.3$, post-test $M = 14 \pm 3.1$). Knowledge of drama improved significantly ($t = 2.82$, $p = .03$, pre-test $M = 24 \pm 2$; post-test mean 29 ± 1.4). Improvements, but no significant differences were found for problem solving, teamwork, respect of others, locus of control, and self-confidence. This pilot study was limited to a small sample size ($n = 7$). Information from the interviews, social validity questionnaires, and focus group are being compiled. However, preliminary results indicate that the participants enjoyed the program, increased their self confidence, valued the goals and outcomes, learned dramatic arts skills, and desired to continue participation in dramatic arts programs.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

Objective C1: Eight sessions were changed to 4 weekend sessions with a 5th session for dress rehearsal and production. Participants also attended two on campus experiences (a dress rehearsal and play).

D1: A revised curriculum and handbook will be completed by March 2008.

E1: The researchers have not specified a timeline for a long term research plan. However, they are looking for additional grant funding for a long term project.

F1: IRB approval was completed March 2007

F2: Agreements with the Boys and Girls clubs were finalized December 2006

F3: Physical Education teachers were not used in this project

2. Proposed Approach, Strategies, and Methods

The research project changed from the original two days per week (two hour sessions) for four weeks to four instructional (4) sessions (four hours for each session and lunch) on Saturdays. Also included was a session for rehearsal and production and two campus field trips to the dramatic arts department to observe rehearsal, meet the actors, and observe a play.

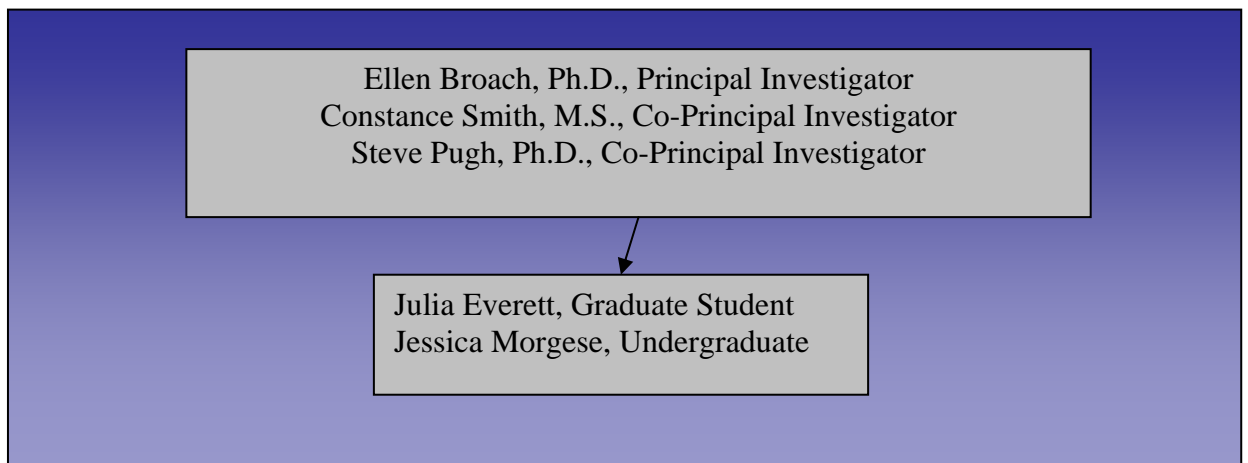
3. Projected Timeline for Project Implementation

No additional changes to report.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

Mathew Ames is no longer on the project. The student workers have changed to Jessica Morgese and Julia Everette. See organization chart below.

Figure 1: Organization Chart



5. Project Location, Research Subjects, or Community Relationships

Seven participants completed this project.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

- The initial literature review has been completed. Literature is being examined based on findings.
- The curriculum was completed and implemented with seven (7) participants.

- The researchers trained university students to serve as mentors for the participants in the project.
- The researchers continue to have research team meetings regarding project updates, scheduling and curriculum revisions, conference presentation options, and data compilation.
- The researchers are supervising two students to assist with the project.
- Researchers have submitted one research presentation to a national conference.

2. Cumulative (since initial award date)

- The initial reporting period was spent working on the literature review. The literature review is being utilized to assist in finalizing the content of the curriculum and outcome measures.
- In addition, the research team has submitted and acquired IRB approval for the research project.
- The researchers had meetings with Boys & Girls Club representatives to secure the students and facility.
- They had continuous research team meetings regarding project updates, IRB approval, scheduling, and curriculum design.
- The researchers selected and hired two students to assist with the project.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

None to report at this time.

2. Actions Taken to Resolve Problems

Not applicable.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

See Section A.3

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

See Section A.3

3. Discussion and Preliminary Conclusions

Preliminary conclusion in Section A.3

Final conclusions will be provided in the final report.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

A revised curriculum is being developed based on the project experience and findings.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

One research abstract has been submitted for a conference poster or presentation. Additional presentations will be submitted.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

- a.** Haung Dao, Graduate Student
- b.** Jessica Alred, Graduate Student
- c.** Julia Everette, Graduate Student
- d.** Jessica Morgese, Undergraduate

In addition to the above, 8 undergraduate students were trained to serve as mentors to the participants during the intervention program.

5. Proposals for External Funding

None to report.

Section VI.

**Neighborhood and School Effects on Persistent Youth Offending
and Violence**

**Kenneth Hudson, Ph.D., Nicole Carr, Ph.D., and Michael Daley,
Ph.D.**

| | |
|-----------------------------------|---|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | Neighborhood and School Effects on Persistent Youth Offending and Violence |
| Principal Investigator: | Kenneth Hudson, Ph.D. |
| Co-Principal Investigator: | Nicole Carr, Ph.D. |
| Co-Principal Investigator: | Michael Daley, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Goals

The specific goals of this project are the reduction and the prevention of youth crime and violence. Special attention is given in this project to persistent delinquency. Toward this end, the researchers seek to better understand the causal factors and mechanisms that result in persistent youth offending and violence, and to use this understanding in the development of interventions that will reduce juvenile delinquency and crime. The immediate objectives of this research are as follows:

Objectives

Objective 1: To assess the impact of neighborhood characteristics (poverty, unemployment, labor markets, and crime) school characteristics, and school resources on school conduct problems.

Objective 2: To assess the impact of neighborhood characteristics, school characteristics, school resources, and school conduct problems on the likelihood of persistent youth offending.

Hypotheses

Hypothesis 1: Schools that serve neighborhoods characterized by high levels of poverty, unemployment, high levels of employment in secondary labor market occupations, and above average levels of crime relative to the local metropolitan area have lower levels of average academic performance and a higher frequency of school conduct problems (net of school size).

Hypothesis 2: Schools that have fewer instructional and extracurricular resources have lower levels of average academic performance and a higher frequency of school conduct problems, net of school size.

Hypothesis 3: Youth who live in neighborhoods characterized by high levels of poverty, unemployment, high levels of employment in secondary labor market occupations, and above average levels of crime relative to the local metropolitan and who attend schools with lower levels of average academic performance and a higher frequency of school

conduct problems (net of school size) are more likely to engage in delinquent behavior and persistent offending.

2. Methods and Work Plan

This project utilizes a multilevel design. The research team is currently collecting data on neighborhoods and schools in Mobile County, Alabama. These neighborhood and school data will be merged with individual level recidivism data (previously collected by Dr. Nicole Carr, formerly Dr. Nicole Flynn and Dr. Roma Hanks) to create a multilevel data file. These multilevel data will be used to assess the impact of neighborhood and school characteristics on youth criminal recidivism and youth violence.

Dr. Hudson, Dr. Daley, Dr. Carr, and the graduate student research assistants are collecting data and information on neighborhoods and schools. This effort is ongoing and involves several specific tasks:

- A. Individual level data on 585 youth participating in the Network Aftercare System (NAS) following their release from one of two minimal residential treatment programs (Camp Martin for boys, GROWTH for girls) between 2000 and 2005 will be cleaned and coded. Monthly contact data on individual youth during their participation in the NAS will be entered into electronic data files, cleaned, and coded. These data will be used to construct individual level event history fails using the monthly contact information as time-varying covariates.
- B. Individual youth address information is updated periodically during their participation in the Network Aftercare System. This information will be scanned and entered into electronic data files, cleaned, and coded. These data will be used to link each individual youth to specific census tracts and specific schools (where school information is not already available).
- C. Economic and demographic information on Mobile County neighborhoods will be obtained from U.S. census tract data (Summary Files 3). These data include information on poverty, household composition, unemployment, and the occupational distribution of workers.
- D. Neighborhood Crime data will be obtained from several sources: Uniform crime reports (if available at the neighborhood level), published homicide data (Mobile Press Register), and Strickland Youth Center data. The principal investigators and the YVPP staff will also attempt to obtain crime data from Mobile County and City of Mobile.
- E. The following information will be collected for all public schools in Mobile County: school size, total expenditures per pupil, student teacher ratio, the demographic composition of the student body, school level achievement measures, and information on school conduct problems and retention.
- F. The researchers will use the multilevel data to examine the relationships between neighborhood characteristics and school resources and school conduct problems. They will also estimate the impact of neighborhoods, schools, and individual characteristics on the likelihood of youth recidivism and/or youth violence. Statistical analysis will employ a combination of hierarchical linear models (HLM)

(Raudenbush & Bryk, 2002; Raudenbush, 2005) and event history analysis (Allison, 1983; 1995).

- G. A manuscript reporting findings from the multilevel event history analysis of the NAS data will be completed and submitted to a peer review publication. This paper will report the impact of neighborhood and school characteristics on youth recidivism and violence.
- H. A second manuscript presenting an ecological theory of crime will be completed and submitted for publication. This paper will utilize a variety of publicly available data sources and incorporate household composition and occupational data from Mobile County, Alabama.

All phases of this project listed above (A through E) will be completed by the summer of 2008.

3. Results to Date

During the first six months of this project the following tasks were completed:

- A. Dr. Hudson and the graduate research assistants cleaned and coded the individual level youth data collected by Dr. Carr and Dr. Hanks in their prior research on the Network Aftercare System. This phase of the project also included the cleaning and coding of the longitudinal NAS monthly contact data. These monthly contact data and period effect data were used to estimate the impact of the NAS on youth recidivism. Preliminary results from this analysis were presented at the Mid South Sociological Society Meeting in Lafayette, LA in October of 2006.
- B. Dr. Hudson and the graduate students began data entry, cleaning, and coding the monthly status sheets containing address data for individual youth.
- C. Dr. Hudson revised the data analysis assessing the impact of gender on the likelihood of incarceration, recidivism (receiving new charges), and re-incarceration. Dr. Carr revised the manuscript reporting these results. The manuscript was submitted to a peer reviewed journal.
- D. The researchers obtained 2004-2005 incident data for all public schools in Mobile County.
- E. They obtained 2000 Census data regarding poverty (the proportion in families who are at or below the federal poverty threshold), household composition (proportion of residents in female headed families), and demographic information (proportion of residents who are black) for each census tract in Mobile County.

During the second six months (the current reporting period), the following tasks have been completed.

- A. Dr. Hudson and the graduate research assistants completed assigning address and census tract codes and information to each youth in the individual level data files.
- B. Dr. Hudson constructed a census tract data file for Mobile County containing information regarding poverty status, household composition, and race. These census tract data were merged with the individual level data to create a multilevel data file.

- These data were used to assess the impact of household composition (female headed families) and poverty status on the count of male youth offenders in a given census tract. These data were also used to estimate the impact of the offender counts in a given census tract on the hazard of recidivism, net of selected individual characteristics. Preliminary results from this analysis were presented by Dr. Hudson and Dr. Carr at the Southern Sociological Society meeting in April 2007.
- C. Dr. Hudson and the graduate research assistants have assigned public school information and codes to approximately 70% of the youth in the individual level data file.
 - D. Dr. Hudson obtained address information regarding on all homicides in Mobile County during 2006.
 - E. Dr. Carr obtained de-identified criminal charge and address data for youth held at the Strickland Youth Center between January and August of 2003.
 - F. Dr. Hudson completed a literature review of the ecological crime literature and crime research literature related to poverty and to neighborhood and school characteristics. This review has been used to construct an ecological theory of crime. This theory is being used to guide the analyses in this project.
 - G. Dr. Hudson has obtained information regarding online data sources of school level characteristics of public schools in Mobile County.
 - H. Dr. Hudson has obtained and coded data from the Current Population Survey (CPS), additional data from the 2000 Census SF3 files, and the National Longitudinal Study of Adolescent Health (NLSAH). Dr. Hudson has conducted analyses of the CPS data to identify occupations associated with secondary labor market employment. Information from this analysis has been merged with the Census data for Mobile County. The combined data have been used to predict household composition (female headed families) in Mobile County census tracts. Data from the NLSAH has been analyzed to estimate the effects of household composition and exposure to delinquent peer networks on the likelihood of criminal offending and involvement in the criminal justices system.

B. Description and Explanation of any Changes in Implementation plan

1. Goals and Objectives

There have been no changes in the Goals and Objectives.

2. Proposed Approach, Strategies, and Methods

There have been no changes in approaches, strategies, or methods described in the project implementation plan.

3. Proposed Timeline for Project Implementation

A no cost extension for the project was requested and received. The timeline for all tasks not yet completed has been extended until the summer of 2008.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities.

There have been no changes in the proposed organizational structure, management plan, or staff alignment and responsibilities.

5. Project Location, Research Subjects, or Community Relationships

There have been no changes in the project location. The designated research subjects remain the same. There have been no changes in the relationships with community agencies that will provide information and secondary data for the project.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

Review of Previous Research

The review of previous research is ongoing. Dr. Hudson has completed a preliminary review of the crime ecology research. Information from this review has been used to develop an ecological theory of crime that will guide the empirical analyses in this project. The research team will continue to review prior research related to the impact of labor markets, family structure, and delinquent peer networks on youth offending and violence.

Individual Level Data

The collection and cleaning of the individual level recidivism and covariate data has been completed. Address information for individual youth is being scanned into Microsoft Excel spreadsheets. This information was used to link census tract information to individual youth. This information will also be used to link specific schools and school information to Individual youth.

School Data

Compilation of the school level data file is ongoing. The research team has obtained information regarding incidents and conduct problems for every public elementary, middle, and high school in Mobile County. They have also obtained information regarding an online data source where aggregate information regarding each Mobile County public school can be obtained.

Neighborhood Data

Preliminary construction of the census tract level data file has been completed. Additional census tract variables and local crime data will be added to this file as the project proceeds. The researchers have obtained homicide data for 2006, including

address of where the homicides occurred. They have also obtained offending and address data for youth residing in the Strickland Youth Center in 2003. The research team and YVPP office will attempt to obtain crime data at the census tract level from the Mobile County and City of Mobile Police Departments.

Analyses

The updated, completed, and cleaned individual level data has been used to conduct a preliminary statistical analysis of the Mobile County NAS Program. Findings from this preliminary analysis were presented at the Mid-South Sociological Meeting in Lafayette, LA in October of 2006. These data have also been used to update and revise the previous analysis of the impact of gender on the implementation of the NAS.

2. Cumulative (since initial award date)

See Section C.1.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

Obtaining school information for youth where such information is not included in the records will be challenging. The researchers will attempt to resolve this problem by assigning the schools to the school district in the area where the youth reside.

The research team has not yet been able to obtain crime data from the census tract data. Such data is needed to focus YVPP intervention efforts and to evaluate the progress of the YVPP toward achieving its goals of reducing youth crime and violence.

2. Actions taken to Resolve Problem

The researchers will continue their effort to collect neighborhood crime by taking the following actions. First, the principal investigators will attempt to arrange a meeting with YVPP staff and the Mobile County District Attorney. They will seek the District Attorney's assistance in arranging a meeting with GIS crime data coordinators for both the City of Mobile and Mobile County. Second, the principal investigator will continue to look for publicly available sources where Uniform Crime Data and or/other criminal offense data at the Census tract level can be obtained.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

Final Reporting on Findings, Results, Outcomes, and Achievements will be completed at the end of project pending completion of the data collection and analysis.

The collection, updating, and cleaning of the individual level recidivism and covariate data has been completed (this includes NAS monthly contact data). Preliminary analyses of the NAS program evaluation was presented at the Mid-South Sociological Meeting in Lafayette, Louisiana in October 2006. Findings from this analysis were reported in the previous CAPR.

The review of the crime ecology literature during the current reporting period yielded the following information:

Ecology of Crime Literature Review

Ecological analyses have established the multilevel nature of the processes that result in youth crime and violence. High rates of neighborhood poverty and crime, growing up in single parent families, and exposure to delinquent youth and criminal activity at school, are all well known factors that are associated with an increased risk of youth offending and violence (Merton, 1968; Wilson, 1987; Bernard, 1987; Sampson, Raudenbush, & Earls, 1997; Sampson, Morenoff, & Gannon-Rowley, 2002; Dahlberg & Krug, 2002; Hoffman, 2002; Tolan, Gorman-Smith, & Henry, 2003; Sampson, Morenoff, & Raudenbush, 2005; Langhinrichsen-Rohling, Huss, & Rholing, 2006). While previous research has done a good job of bringing together the key pieces of the youth violence puzzle, how all the pieces fit together is still debated. Several important questions remain unanswered. What are the mechanisms that translate family poverty into youth crime and violence? What is the relationship between poverty and family structure? How do family structures and relationships mediate the effects of poverty on youth crime? How do family structures interact with the exposure of youth to delinquent networks and youthful offenders?

Ecological studies have focused the causal impact of neighborhood characteristics on rates of crime and delinquency. Recent work in this area has examined the mechanisms that translate these neighborhood characteristics into individual behavior. Several important themes have emerged from this literature. First, there is a high level of inequality between neighborhoods in American cities. This inequality is particularly disadvantageous for African-Americans. Second, many neighborhoods are disadvantaged by multiple kinds of problems, which come bundled together. These include high crime, school problems, health disparities, and family violence. Third, these neighborhoods are characterized by high concentrations of poverty, single parent families, an absence of home ownership, and residential instability. Fourth, these characteristics are not an artifact of measurement; they persist across multiple levels of measurement. Fifth, the concentration of wealth and poverty in American cities is increasing (Sampson, Morenoff, & Gannon-Rowley, 2002). These studies identify several community level variables that appear to mediate the effect of neighborhood characteristics. These effects include the level of social interaction and control present in the neighborhood, and the presence and participation in community institutions.

Ecological models have also emphasized the role of families in mediating the effects of neighborhood and community level variables on individual outcomes (Tolan, Gorman, Smith, & Henry, 2003). Parents influence youth violence in multiple ways, through their direct control and supervision of youth behavior, and through the youth's socialization and internalization of pro-social norms. Evidence suggests that the structure of families is profoundly influenced by the labor market, especially the types of jobs that are available to young adults (Bellair & Roscigno, 2000). Both Wilson (1987) and Lichter, Graefe, & Brown (2003) have observed that the formation of two parent families is much less likely in communities where employment opportunities are restricted to low wage jobs. Rather than choosing to marry or cohabitate with men who are economically unstable, poor women may choose to remain single. Merton and other advocates of strain theory (see Bernard, 1987) have attributed the relationship between poverty and crime to a lack of opportunities for youth to acquire material resources through legitimate means. But the association between the prevalence of low wage employment and the prevalence of single parent families suggests that poverty may also impact youth indirectly, through its influence on the structure of the family. If family relationships and structures mediate the relationship between poverty and crime, variations in family structures and family functioning could explain the economic paradox observed in youth offending.

The impact of family structure and parenting on juvenile delinquency has been well established. Youth who grow up in single parent families have an increased risk of juvenile delinquency (Gottfredson & Hirschi, 1990; Bursk & Gramsic, 1993; Pratt, Turner, & Piquero, 2004; OBrien, Hudson, & Stockard, *Forthcoming*). Previous research has pointed to at least two ways in which single parent families increase the risk that children will participate in violence and crime: supervision and socialization. To the extent that single parents participate in the paid labor force outside the home, they cannot be available to supervise their children. This care must be outsourced to others or children must be left unsupervised when the parent is at work. Single parent families may be also less effective at socializing their children than two parent families. The application of discipline and the enforcement of behavioral norms may be more difficult for single parents, especially where the relationship parent-child relationship is between female parents and male youth in early adolescence. Nevertheless there is substantial variation in the behavior of youth reared in single parent families.

Finally, there is reason to believe that youth who are exposed to high levels of delinquent activity in their neighborhoods and schools have an increased risk of offending, net of their individual or family characteristics (Bender & Losel, 1997; Akers, 1998; Osgood & Anderson, 2004). This observation underscores the distinction, long recognized in the social network literature, between "nets and cats," between networks and categories. The decisive factor in youth offending may not be the characteristics of the youth *per se*, but rather, the characteristics and qualities of the adolescent social networks to which they are exposed and in which they become embedded (Haynie, 2001). Consequently, the resistance and exposure model used in public health (see Kirby, 2001) may have great utility in increasing our understanding of how risk and protective factors

combine to increase or decrease the likelihood of youth violence and offending. Variation in the extent to which families provide supervision, social control, and socialization to young adolescents may account for differences in the ability of youth to resist induction into delinquent networks. Variations in the number and density of ties within networks that include delinquent youth may also account for the differences in the potential influence such networks can yield on individual members.

During the current reporting period census tract data has been merged with individual level recidivism data. Preliminary findings from a multilevel analysis of the census and recidivism data were reported at the Southern Sociological Society Meeting in Atlanta, Georgia in April 2007. Highlights from this analysis are listed below:

- A. Negative Binomial Regression models were used to assess the effect of household composition and poverty on the prevalence of offenders at the census tract level. Results from these analyses show that both poverty and female headship increased the count of offenders at the census tract level. As predicted, the bivariate effect of female headship was higher than the effect for poverty. Female headship and poverty are highly correlated but the evidence supports the effects of female headship are more proximate than the effects of poverty (see Figures 1-3 and Table 1).
- B. Results from the hierarchical linear discrete time event history models show that the count of youth offenders in a given census tract increased the hazard that a youth would incur a new charge after being released from residential treatment (see Table 2). Because the count of offenders is a term in the construction of the log odds, additional analyses are needed to determine if the count of offenders is orthogonal to the value of the unconditional odds.

During this reporting period additional preliminary analyses of both national and Mobile County data have been conducted to test the crime ecology theory guiding this project. These results will be reported at the Society of Social Problems Meeting in New York in August 2007.

- A. Using Current Population Survey data for the United States, Tables 3 and 4 show that unemployment and poor quality jobs have a negative effect on the marriage rates of males thirty and older.
- B. Table 5 shows the distribution of occupations across the primary, intermediary, and labor market segments for males age 30 and older in the United States (see Hudson, 2007). The last column indicates that secondary jobs clustered within a limited number of occupational titles.
- C. Table 6 shows the effect of the secondary labor market employment on the prevalence of female headed families in Mobile County census tracts. As the share of males employed in occupations associated with the secondary jobs increases by one percentage point, the share of people living in female headed families increases by approximately .71 percentage points.

D. Table 7 presents results from an analysis of data from the National Longitudinal Study of Adolescent health. The logistic regression results show that youth who live in households where males are completely absent have an increased risk of criminal behavior and/or involvement in the criminal justice system. As expected, network ties to peers with conduct problems also increase the risk of these outcomes. These effects are present, even when controlling for total household income.

2. Quantitative and Qualitative Data on which these Findings and Results are Based

The above referenced Figures and Tables are presented below:

| Table 1 | | | | |
|--|----------|----------------|----------|---------------|
| Negative Binomial Regression of Count of Misdemeanor and Felony Reoffenders On Census Tract Characteristics, 2000 Census SF3, Mobile County Alabama USA Youth Violence Prevention Program | | | | |
| Misdemeanors and Felony Offenders | | | | |
| <i>Census Tract Characteristics</i> | b | p-value | b | pvalue |
| Proportion in Female Headed Families | 0.0222 | 0.003 | | |
| Proportion with Poverty Level Incomes | | | 0.0203 | 0.001 |
| Constant | 0.0739 | 0.676 | 0.0057 | 0.975 |
| Felony Offenders | | | | |
| <i>Census Tract Characteristics</i> | b | p-value | b | pvalue |
| Proportion in Female Headed Families | 0.0178 | 0.026 | | |
| Proportion with Poverty Level Incomes | | | 0.0160 | 0.014 |
| Constant | -0.2534 | 0.186 | -0.3005 | 0.124 |
| N =114 | | | | |

| | Discrete Time Event History Analysis | | | |
|--------------------------|---|---------|--------|---------|
| | Hierarchical Linear Regression of Hazard of Male Youth Recidivism On Census Tract Characteristics, 2000 Census SF3, Mobile County Alabama And individual Level Youth Characteristics USA Youth Violence Prevention Program | | | |
| | Misdemeanor or Felony | | Felony | |
| | Exp(b) | p-value | Exp(b) | p-value |
| Intercept | 3.317 | 0.174 | 0.105 | 0.027 |
| Count of Offenders | 1.079 | 0.005 | 1.100 | 0.014 |
| Black | 1.351 | 0.046 | 0.869 | 0.367 |
| Month | 0.988 | 0.180 | 0.996 | 0.700 |
| Age | 0.759 | 0.000 | 0.900 | 0.083 |
| Level 1 N, Individuals | 5312 | | 7271 | |
| Level 1 N, Census Tracts | 59 | | 59 | |

| Table 3 Marriage Rates by Employment and Labor Market Status(a) Males, age 30 and Older Current Population Survey, Contingent Work Supplements February 1995, 1997, and 1999 | |
|---|-----------------|
| | Percent Married |
| Primary | 77.99 |
| Intermediary | 72.80 |
| Secondary | 60.81 |
| Unemployed | 54.77 |

(a) Percentages are weighted
Labor market segments, unweighted N = 21173
Unemployment, unweighted N = 38,186

| | Exp(B) |
|---------------------------|----------|
| Age | 1.04 *** |
| Black | 0.52 *** |
| Asian | 1.59 *** |
| Hispanic | 1.45 ** |
| Native | 0.61 ** |
| Intermediary Labor Market | 0.78 *** |
| Secondary Labor Market | 0.42 *** |
| Constant | 0.78 *** |

N = 21,173

| | Primary | Intermediary | Secondary | All Jobs | Diff Pct. |
|---|---------|--------------|-----------|----------|-----------|
| Management occupations, except farmers and farm managers | 17.19 | 12.62 | 2.70 | 13.89 | -11.19 |
| Farmers and farm managers | 0.54 | 1.58 | 2.02 | 1.14 | 0.88 |
| Business operations specialists | 2.18 | 1.61 | 0.97 | 1.82 | -0.85 |
| Financial specialists | 1.91 | 1.68 | 0.42 | 1.68 | -1.26 |
| Computer and mathematical occupations | 5.52 | 2.59 | 0.51 | 3.76 | -3.24 |
| Architects, surveyors, cartographers, and engineers | 3.81 | 1.86 | 0.17 | 2.61 | -2.44 |
| Drafters, engineering, and mapping technicians | 1.08 | 0.60 | | 0.77 | -0.77 |
| Life, physical, and social science occupations | 1.75 | 0.60 | 0.02 | 1.08 | -1.06 |
| Community and social services occupations | 1.43 | 1.13 | 0.86 | 1.24 | -0.38 |
| Legal occupations | 1.62 | 1.40 | | 1.38 | -1.38 |
| Education, training, and library occupations | 4.70 | 2.06 | 3.17 | 3.36 | -0.18 |
| Arts, design, entertainment, sports, and media occupations | 1.62 | 2.27 | 2.04 | 1.95 | 0.09 |
| Health diagnosing and treating practitioners and technical occupations | 2.99 | 2.50 | 0.74 | 2.58 | -1.84 |
| Health technologists and technicians | 0.58 | 0.44 | 0.09 | 0.47 | -0.38 |
| Healthcare support occupations | 0.16 | 0.34 | 0.53 | 0.27 | 0.25 |
| Fire fighting, prevention, and law enforcement workers, including supervi | 3.81 | 0.62 | | 2.02 | -2.02 |
| Other protective service workers, including supervisors | 1.01 | 0.92 | 3.39 | 1.17 | 2.23 |
| Food preparation and serving related occupations | 0.64 | 2.10 | 7.66 | 1.89 | 5.77 |
| Building and grounds cleaning and maintenance occupations | 2.31 | 3.70 | 12.80 | 3.82 | 8.98 |
| Personal care and service occupations | 0.47 | 1.36 | 3.45 | 1.13 | 2.32 |
| Sales and related occupations | 8.38 | 12.79 | 9.99 | 10.55 | -0.56 |
| Office and administrative support occupations | 6.10 | 4.28 | 5.64 | 5.22 | 0.41 |
| Farming, fishing, and forestry occupations | 0.26 | 0.75 | 3.27 | 0.73 | 2.54 |
| Supervisors, construction and extraction workers | 1.43 | 2.45 | 0.65 | 1.83 | -1.18 |
| Construction trades workers | 5.65 | 12.03 | 11.74 | 9.09 | 2.65 |
| Extraction workers | 0.24 | 0.14 | 0.18 | 0.19 | -0.01 |
| Installation, maintenance, and repair occupations | 7.02 | 8.17 | 6.13 | 7.47 | -1.34 |
| Production occupations | 9.49 | 8.82 | 9.33 | 9.17 | 0.16 |
| Supervisors, transportation and material moving workers | 0.37 | 0.16 | 0.32 | 0.27 | 0.05 |
| Aircraft and traffic control occupations | 0.37 | 0.11 | | 0.22 | -0.22 |
| Motor vehicle operators | 2.75 | 5.36 | 8.54 | 4.43 | 4.11 |
| Rail, water and other transportation occupations | 0.28 | 0.21 | 0.64 | 0.28 | 0.36 |
| Material moving workers | 2.33 | 2.77 | 2.02 | 2.51 | -0.49 |
| Total Percent | 100 | 100 | 100 | 100 | |

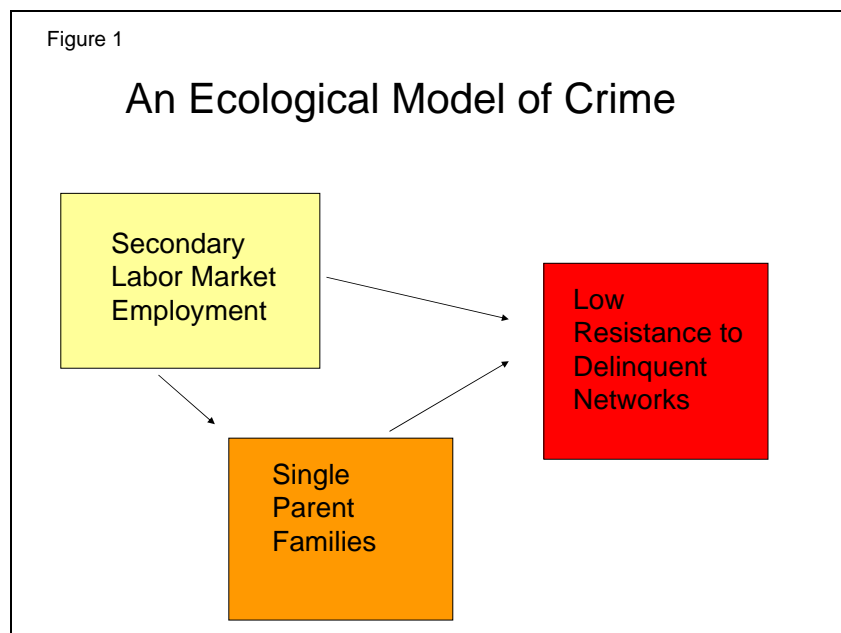
Table 6 OLS Regression of the Percentage of Persons in Female Headed Families with Children On the Percentage of Males in Secondary Labor Market Occupations
Mobile County Alabama Census Tracts
2000 Census Summary Files 3

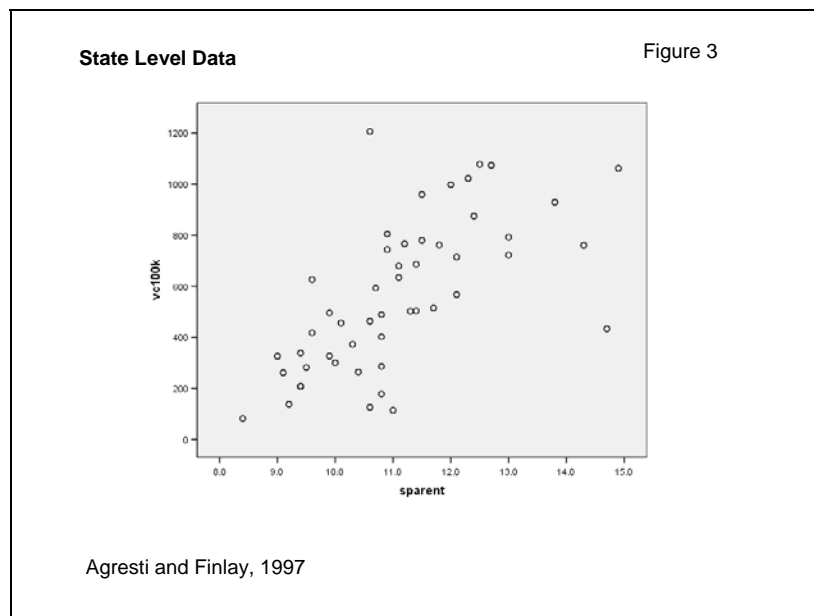
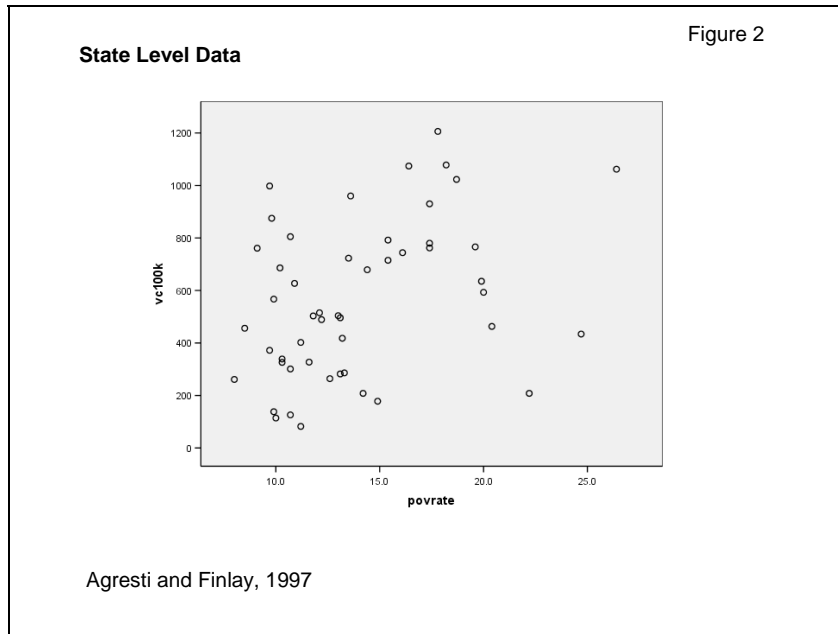
| | b | std. error | t score | p-value |
|-----------------------|---------|------------|---------|---------|
| Constant | -3.8909 | 2.8135 | -1.38 | 0.169 |
| Secondary Occupations | 0.7065 | 0.0878 | 8.05 | 0.000 |

R Square = .366
N = 114

Table 7 Logistic Regression of Age, Male Absence, and Peer Conduct Problems On Criminal Behavior and/or Involvement with the Criminal Justice System
Adolescent Males, Age 11 to Age 21
National Longitudnal Study of Adolescent Health, Longitudnal File

| | Exp(b) | p-value | Exp(b) | p-value |
|------------------------|---------|---------|---------|---------|
| Age | 0.87 | 0.000 | 0.85 | 0.000 |
| Male Absence | 1.31 | 0.054 | 1.32 | 0.078 |
| Peer Conduct Problems | 1.05 | 0.000 | 1.06 | 0.000 |
| Total Household Income | | | 1.00 | 0.884 |
| Constant | 4.80 | 0.002 | 6.42 | 0.001 |
| N | 1141 | | 1156 | |
| -2 Log Likelihood | 1943.76 | | 1565.07 | |





3. Discussion and Preliminary Conclusions

Preliminary analyses of the multilevel data show that household composition and poverty are associated with the prevalence of youth offenders in Mobile County census tracts. Additional analyses of these data suggest that the number of youth offenders in a given census tract may increase the hazard of youth recidivism. Analyses of national labor market data and Mobile census tract data show that male unemployment and employment in poor quality jobs negatively affects the marriage rates and the formation of two-parent

families. Analyses of the NLSAH data indicate that absent male households and delinquent peer networks increase the risk of youth crime. The next phase of this project will use multilevel data to assess both neighborhood and school characteristics of youth recidivism and violence.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

This is the second categorical assistance progress report for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

Hudson, K., Carr, N., Daley, M., Nystom, M., & Beale, H. (2007). "The Impact of Neighborhood Characteristics on Persistent Youth Offending: Preliminary Results." Presented April 12, 2007 in the Stratification and Mobility Session of the Southern Sociological Society in Atlanta, GA.

Flynn, N., Hudson, K., & Hanks, R. (2006). "Examining Outcomes over Program Life Course: Does Intensive Aftercare Make a Difference?" Presented October 26, 2006 in the Applied Sociology Session of the Annual Meeting of the Mid-South Sociological Association in Lafayette, LA.

3. Publications

The paper listed below has been submitted to a peer reviewed publication. The paper was not accepted, and is currently being revised for resubmission to another peer reviewed journal.

Carr, N., Hudson, K., and Hanks, R. "Gender Effects along the Juvenile Justice System: Evidence of a Gendered Organization."

4. Undergraduate and/or Graduate students trained and mentored

Felecia Nystrom (graduate student)
Harmony Beale (graduate student)
Terri Henderson (incoming graduate student)

5. Proposals for External Funding

Investigators: Jennifer Langhinrichsen-Rohling, Kenneth Hudson, and Nicole Carr
Title of Proposal: A multilevel assessment of protective factors in preventing violent youth recidivism
Agency: Center for Disease Control and Injury Prevention
Amount of Funding: \$183,698

Date of Submission: February 28, 2007
Status: Pending

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Section VII.

Art Builds Character

**Shannon Shelley-Tremblay, J.D., Claire Evangelista, M.F.A., and
Jennifer Langhinrichsen-Rohling, Ph.D.**

| | |
|-----------------------------------|---|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | Art Builds Character |
| Principal Investigator: | Shannon Shelley-Tremblay, J.D. |
| Co-Principal Investigator: | Claire Evangelista, M.F.A. |
| Co-Principal Investigator: | Jennifer Langhinrichsen-Rohling, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

As stated on the Americans for the Arts webpage, “The Youth ARTS Development Project was a collaboration between the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention; National Endowment for the Arts; Americans for the Arts; and local arts agencies in Portland, OR, Atlanta, GA, and San Antonio, TX. The project entailed a national research and demonstration study in which arts programs for at-risk youth in three cities were evaluated for their effectiveness by researchers provided by the U.S. Department of Justice. The findings of the controlled evaluations revealed that at-risk youth given opportunities in the arts showed: (1) Increased ability to communicate effectively, (2) Improved ability to work on tasks from start to finish, (3) Improved attitudes toward school, and (4) Decreased frequency of delinquent behavior and court referrals.”

Art-based delinquency prevention programs have been tried around the country with varying degrees of effectiveness. While there have been art programs available in this region, there is no history of an evaluated youth arts programs in Mobile, AL using the YouthARTS Development Project model. The proposed research would provide an opportunity to measure the impact of such a program on youth in a therapeutic foster care setting (Wilmer Hall Children’s Home) in Mobile, AL.

The goal of this project is to form a collaboration with artist Claire Evangelista, Instructor in the University of South Alabama Department of Visual Arts; Shannon Shelley-Tremblay, Youth Violence Prevention Program (YVPP) Program Manager; Jennifer Langhinrichsen-Rohling, YVPP Co-Principal Investigator and Professor of Psychology; and staff members of Wilmer Hall to create and evaluate a visual art training course for the youth of Wilmer Hall to take place in the spring/summer of 2007. The course curriculum will be designed and implemented by Ms. Evangelista in cooperation with Wilmer Hall staff. In addition, a team of social scientists from the University of South Alabama will work collaboratively with Ms. Evangelista to measure the effects of the project and report the findings to the staff and board of Wilmer Hall, the Youth Violence Prevention Program of the University of South Alabama, and the broader Mobile community.

2. Methods and Work Plan

Participants will be randomly assigned to one of two groups, the treatment group receiving art skills training and the waitlist control group. Male residents will compose one group, while female residents will make up the other group. Male and female residents range in age from 11 to 15 years. Therefore, based upon the random assignment, either the male residents or the female residents will first receive the art skills training two days a week for four weeks, for a total of eight sessions. The control group will continue with daily recreational activities while the treatment group is receiving the art sessions. The waitlist control group however will receive identical art skills training at the conclusion of the first four-week period.

Initially, the youth and their guardians (social workers) will provide consent. The week before the actual art instruction begins, all participants, both male and female residents, will complete several self-report measures examining various factors thought to be correlated with youth delinquency. Based upon the random assignment, the male or female participants will then receive the art instruction sessions for a four-week period. Each session will last approximately one hour and participants will receive art skills training in various forms of visual art mixed media, such as paint and clay. The art skills training will occur at Wilmer Hall in a classroom-like setting and will be conducted by a professional artist (Ms. Evangelista). Wilmer Hall staff will be present during all sessions to aid in the execution of tasks. Ms. Evangelista will fill out a pre- and post-program skill assessment form at the beginning of the art instruction and at the conclusion of the program. Two to three observers will also watch the first and last session for each group and will fill out a pre-and post-program skill assessment form on the participants.

During the week following the first four-week period, all participants (both male and female residents) will complete the packet of self-report measures utilized at the initiation of the study. Participants in the waitlist control group will then receive identical art instruction sessions for a four-week period. At the conclusion of both sessions, participants will then complete the same packet of questionnaires completed in the two subsequent periods.

3. Results to Date

The boy group (n=7) has completed the assessment package and participated in eight art training sessions at Wilmer Hall. The boys also received one bonus session because they wanted more time to finish a project with clay. Ms. Evangelista and the observers filled out pre-program and post-program skill assessment forms on the male participants. The girl group (n=8) has completed pre-assessment forms and participated in two art training sessions at Wilmer Hall. Pre-program skill assessment forms were completed by Ms. Evangelista and the observers on the female participants. These data are currently being entered into a data analysis program.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No changes to report.

2. Proposed Approach, Strategies, and Methods

Art training was not identical for the treatment group receiving art skills training and the waitlist control group. The artist felt that it was important to have art training that was tailored to best fit the two different classes. For example, in the first art session for the boys, the boys created cave drawings. However, in the first art session for the girls, the girls created self portraits.

The researchers had planned to videotape the participants completing an art-related task before and after participating in the art program. However, the participants' social workers would not consent for the youth to be videotaped. As a result, that component of the evaluation was eliminated.

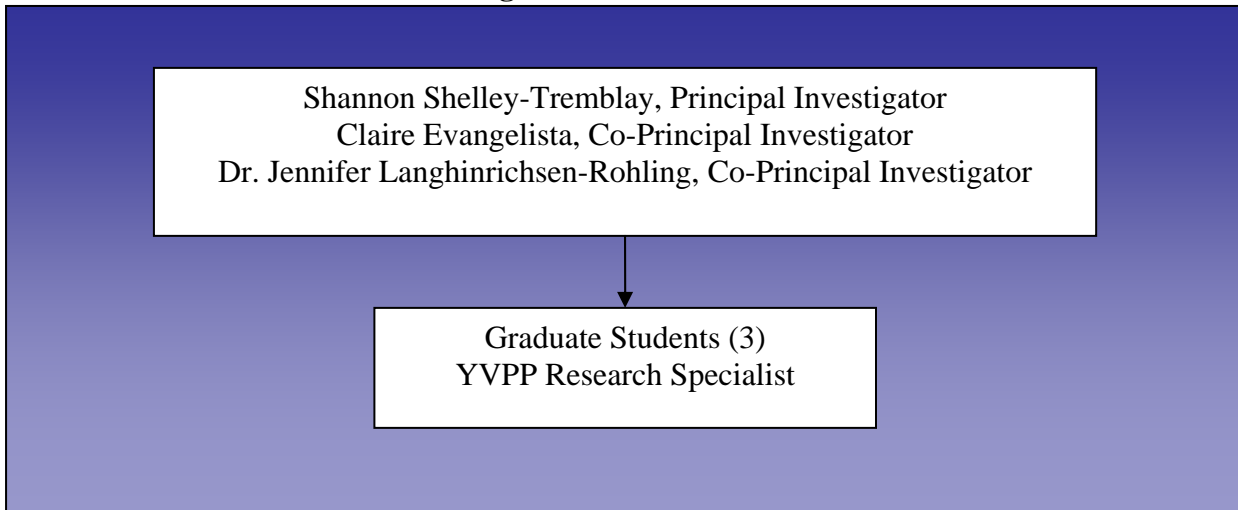
3. Projected Timeline for Project Implementation

No changes to report.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

Ms. Shelley-Tremblay coordinates and manages the project. Ms. Evangelista creates art curricula and conducts art sessions. Dr. Langhinrichsen-Rohling oversees the evaluation of the art program. Ashley Powell is a psychology graduate student who assists with the assessment of the project and who is obtaining data to complete her master's thesis in Psychology. Chad Powell and Megan Cary are art graduate students who observe the first and final sessions of each group's program and fill out the pre- and post-program skill assessment forms based on their observations. Megan Powell, YVPP Research Specialist, also assists with observations and fills out pre- and post-program skill assessment forms. See organization chart on following page.

Organization Chart



5. Project Location, Research Subjects, or Community Relationships

No changes to report. The art instruction takes place at Wilmer Hall Children's Home in Mobile, Alabama.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

The researchers sought and received Institutional Review Board (IRB) approval to conduct the art project at Wilmer Hall. An art curriculum was created and art supplies were purchased. Graduate students were hired and trained.

The boy group (n=7) has completed the assessment package and participated in eight art training sessions at Wilmer Hall. The boys also received one bonus session because they wanted more time to finish a project with clay. Ms. Evangelista and the observers filled out pre-program and post-program skill assessment forms on the male participants. The girl group (n=8) has completed pre-assessment forms and participated in two art training sessions at Wilmer Hall. Pre-program skill assessment forms were completed by Ms. Evangelista and the observers on the female participants. The art sessions for the girls will continue into the next reporting period.

2. Cumulative (since initial award date)

This is the first reporting period for this project. See Section C.1.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

- a. After the first art session, boys who initially declined to participate in the program wanted to join the art class. Observational assessment data was gathered on these boys in session three of the art program.
- b. Stamped versions of the IRB consent forms were not used to receive consent from the participants and their guardians. The original consent form indicated that the participants would be videotaped completing an art-related task. However, when the social workers refused to give consent for videotaping, that portion of the consent form was removed and new forms were created. Subsequently, the guardians (social workers) signed consent forms that were the final stamped consent forms reviewed by the IRB.
- c. Additional assessment instruments were identified that the researchers wanted to administer as part of the self-report assessment procedure. These were identified as necessary to complete one of the graduate student's master's thesis in Psychology.

2. Actions Taken to Resolve Problems

- a. The boys who wanted to be added to the program were permitted to join the class during the second art session. Observers returned to observe and conduct pre-program skill assessment forms on the boys who joined the class during the second session.
- b. When the researchers realized that non-stamped consent forms were used, they immediately contacted the IRB. The IRB instructed the researchers to submit an IRB deviation form. This was done and the IRB agreed to accept the deviation since the change to the consent form reduced the risk of harm to the participants (i.e., there was less risk to their confidentiality since there were no videotapes made). The IRB did not require that the researchers redo the consent process with the participants and their guardians.
- c. To address the assessment tools that were not included in the original IRB application, the researchers submitted an IRB addendum form. The additional assessment tools were approved by the IRB.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

See Section C.1.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

The following data sources will be used to evaluate the art program: (1) Art Knowledge Survey, (2) Your Opinion Counts Survey, (3) Art Builds Character Pre-Program Participant Skills Assessment, (4) Art Builds Character Post-Program Participant Skills

Assessment, (5) Self Efficacy assessment, (6) Teen Conflict Survey, (7) Peer Acceptance Survey, and, (8) academic and behavior records.

3. Discussion and Preliminary Conclusions

No conclusions to report at this time.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

This is the first categorical assistance progress report for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

None to report.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

Ashley Powell, graduate psychology student
Chad Powell, graduate art student
Megan Cary, graduate art student

5. Proposals for External Funding

None to report.

Literature Review

Americans for the Arts homepage. (n.d.). Retrieved July 05, 2007 from http://www.americansforthearts.org/public_awareness/articles/006.asp

Clawson, H. and Coolbaugh K. (2001). "The YouthARTS Development Project" (NCJ Pub. No. 186668). *Juvenile Justice Bulletin*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Hillman, G. (2002). *Arts program for juvenile offenders in detention and corrections: A guide to promising practices*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

YouthARTS homepage. (n.d.). Retrieved July 05, 2007 from <http://www.artsusa.org/youtharts/>

Section VIII.

**Evaluating Anger and Resiliency in Relation to Racial Stereotypes
During Stress in Older Adolescents**

Elise Labbè-Coldsmith, Ph.D.

| | |
|--------------------------------|--|
| Title of Report: | Categorical Assistance Progress Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2006 |
| Project Title: | Evaluating Anger and Resiliency in Relation to Racial Stereotypes |
| Principal Investigator: | Elise Labbé-Coldsmith, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Stereotype vulnerability may increase a person's risk for engaging in violent behavior. The researchers propose that emotional stability and resiliency may actually reduce the risk for aggressive behavior and violence. The research they propose tests these ideas with 80 older adolescents by assessing state anger, resiliency, and emotional stability after a stereotype threat is made before the participants engage in a challenging cognitive test. The first hypothesis is that emotional stability and resiliency scores will be inverse predictors of stereotype vulnerability. A second hypothesis is the experimental group will experience a significant increase in sympathetic arousal as compared to a control condition indicating reactivity to the induced stereotype. Third, the presence of this stereotype should be confirmed by impairment of test scores and lower self-ratings of performance in the experimental group as compared to the control group. Finally, based on research literature on stereotype vulnerability and racial differences, within the experimental condition African American adolescents will demonstrate higher sympathetic arousal and lower self-ratings of performance as compared to the Caucasian adolescents.

2. Methods and Work Plan

Eighty older adolescents, half African-American and half Caucasian, younger than 20 years old, were recruited from the Department of Psychology Subject Pool. Participants completed a (1) demographic questionnaire, (2) NEO Five-Factor Inventory, (3) State-Trait Anger Expression Inventory, and (4) Resilience Questionnaire. Physiological arousal was assessed with electrocardiogram, skin-temperature and respiration rate monitors.

The experimental design was a 2 (experimental condition/control group) x 2 (race) repeated measures design. Participants were randomly assigned to one of two conditions: an experimental condition, where a negative stereotype is presented, and a control condition. Participants believed that they were participating in an experiment investigating physiological factors involved with cognitive tasks.

Each participant had an individual appointment with either a Caucasian male or female research assistant and was seated in a room with minimal distractions. The participant then completed the NEO Five-Factor Inventory, the State-Trait Anger Expression Inventory, and the Resilience Questionnaire. Physiological sensors were placed on the

participant. The research assistant exited the room, and baseline physiological data was collected for ten minutes; then the participant was given a State Anger Scale. The participant was given the “cognitive speed test.” For the experimental group, a stereotype was introduced (the experimenter, before introducing the test, commented that certain cultures do not perform as well on this test, but the participant should do his/her best anyways). This “stress” phase was recorded on all three measures in a second data file. Following the stress-generating test, the participant was asked to complete a second State Anger Scale and to rate his/her performance on the test. Sensors were detached and the participant was debriefed.

3. Results to Date

The researchers are currently analyzing data; final results will be available by the end of August 2007. These results will be forwarded to the USA Youth Violence Prevention Program.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No changes to report.

2. Proposed Approach, Strategies, and Methods

No changes to report.

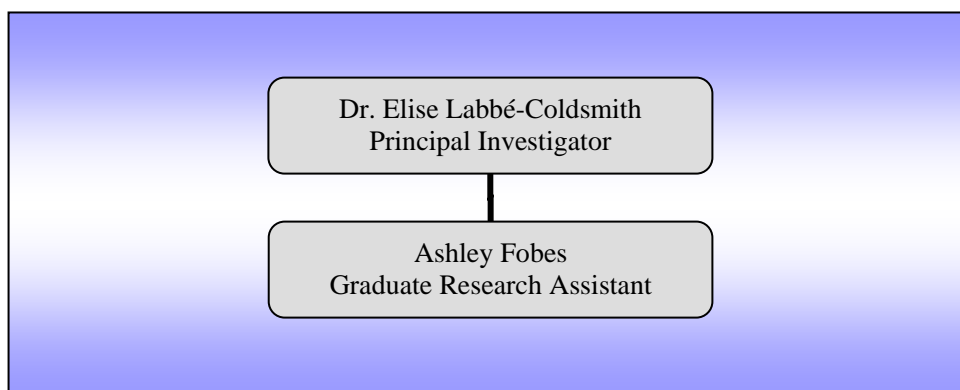
3. Projected Timeline for Project Implementation

The researchers are currently analyzing data; final results will be available by the end of August 2007.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

Ashley Fobes, a psychology graduate student, was awarded a graduate research assistantship through August 2007. She is helping to complete the project. She has completed data input and is now helping with data analysis.

Figure 1: Organization Chart



5. Project Location, Research Subjects, or Community Relationships

No changes to report.

C. Progress in Meeting Goals and Objectives

1. During Current Reporting Period

The researchers have finished inputting data. They have started data analysis.

2. Cumulative (since initial award date)

All goals pertaining to training research assistants, developing the research protocol, recruiting participants, gathering data, and inputting data have been met. Some data analysis has been made, but will not be completed until August 2007. The researchers also plan on submitting the results for professional presentation and publication.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

No new barriers to report.

2. Actions Taken to Resolve Problems

None to report.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

Data analysis is in progress. See Section C.2.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

Participants were asked to complete a (1) demographic questionnaire, (2) NEO Five-Factor Inventory, (3) State-Trait Anger Expression Inventory and (4) Resilience Questionnaire. The demographic questionnaire obtained information regarding the participants' gender, age, educational level, race, and medical and psychological history, as well as current medication intake.

In addition to completing the questionnaires participants had three, non-invasive physiological responses recorded. Physiological measurements were accomplished by the use of Electrocardiogram (ECG), skin-temperature (ST) and respiration rate (RR) monitors.

Participants were given a challenging mental task designed to increase autonomic arousal. The task involved presenting the participant with lists of digits to remember and math and verbal tests. The test was timed and the participants were asked to respond quickly. Participants were asked to give themselves a “grade” from 0-100 on their test performance.

3. Discussion and Preliminary Conclusions

No conclusions to report at this time. Conclusions will be provided in the final report.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

This is the fourth categorical assistance progress report for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

A SPSS database has been created. Data was scored and entered in the database.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

Nicholas Schimdt – graduate student
Jonathan Babin – graduate student
Ashley Fobes – graduate student
Pamela Jones – graduate student

5. Proposals for External Funding

There are no proposals for external funding at this time.

Section IX.

**Righting the Scales Planning Grant: Survey of Youth Offender
Perceptions of Sanctions and Rewards**

David Bowers, Jr., Ph.D.

FINAL REPORT

| | |
|--------------------------------|--|
| Title of Report: | Categorical Assistance Final Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | Righting the Scales |
| Principal Investigator: | David Bowers, Jr., Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Rewards and incentives are inherent to the success of a graduated sanctions program. Preliminary studies done as early as 1990 have indicated that a system of punishment without the possibility of rewards did not work (McKenzie and Armstrong, 2004). Although researchers have concluded that rewards do result in long-term benefits for the youth offender, many juvenile justice programs employing a graduated sanctions approach do not adequately balance the use of rewards and sanctions.

Goal One: To understand how judges perceive graduated sanctions and rewards

Goal Two: To understand how the public perceives graduated sanctions and rewards

Objective One: Survey judges throughout the United States via a mail survey

Objective Two: Survey 400 adults throughout the United States via a phone survey

By understanding how judges perceive graduated sanctions and rewards policymakers can better plan educational programs for judges and determine the feasibility of implementing these programs in the decentralized juvenile justice system throughout the United States. Also, by understanding public opinion about graduated rewards and sanctions, policymakers can estimate the impact of public opinion on judges, both elected and non-elected. Furthermore, the public's understanding of these policies influences other elected officials and unelected members of the bureaucracy such as parole officers.

2. Methods and Work Plan

Judicial Views

1. Review literature on graduated sanctions and rewards.
2. Review literature on judicial opinion on disposition, etc.
3. Gain approval from The National Council of Juvenile and Family Court Judges (NCJFCJ) to survey judges
4. Create questionnaire
5. Submit questionnaire to NCJFCJ
6. Submit questionnaire for Institutional Review Board (IRB) approval
7. Process and mail questionnaire
8. Input data from questionnaire
9. Analyze data
10. Summarize results at conference
11. Submit results to a journal

Public Opinion

1. Review literature on public opinion and sanctions
2. Create questionnaire
3. Gain IRB approval of questionnaire
4. Have USA Polling Group Administer questionnaire to 400 adults throughout the United States
5. Analyze results
6. Summarize results and analysis for a journal article

3. Results to Date

1. Literature review completed
2. Gained initial approval from NCJFCJ to survey judges
3. Questionnaire to be mailed to judges was created and sent to NCJFCJ
4. NCJFCJ rejected the judge survey
5. Due to lack of student worker support and funding, the researcher was unable to pursue surveying the general population

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

There have been significant changes to the project's goals and objectives. The researcher planned to survey judges and the general population regarding their perceptions of graduated sanctions. However, due to NCJFCJ rejecting the proposed judge survey the researcher was unable to survey judges. Additionally, due to lack of student worker support and funding he was unable to survey the general population.

2. Proposed Approach, Strategies, and Methods

The project methodology has been changed. See Section B.1 for details.

3. Projected Timeline for Project Implementation

Work on this project is finished. Although the researcher was unable to meet original project goals and objectives, he completed a thorough study of the current state of juvenile graduated sanctions in the United States, as well as examined the use of graduated sanctions around the world.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

There were changes to the organization structure during this reporting period. The researcher did not have any graduate students working with him during this reporting period.

5. Project Location, Research Subjects, or Community Relationships

There have been significant changes. The researcher did not survey judges or adults in the general population.

C. Progress in Meeting Goals and Objectives

Cumulative (since initial award date)

- a.** A literature review was created that contains almost all of the relevant literature in criminal justice and criminology on graduated sanctions and rewards, as well as extending into areas such as psychology, psychiatry, and education. A survey of literature in these fields has added significant time to the task of creating a comprehensive literature review.
- b.** Another important activity during this period was that the Principal Investigator attended a workshop from May 7th to May 10th, 2006 in Las Vegas, Nevada presented by National Council of Juvenile and Family Court Judges titled, "Graduated Sanctions in Juvenile Justice: A National Training." This workshop presented information about implementing, operating, and evaluating graduated sanctions. Additionally, the Principal Investigator was able to interact with a number of practitioners who had implemented graduated sanctions programs.
- c.** The Juvenile Sanctions Center, which provides jurisdictions assistance with implementing effective accountability and community-based sanctions, was contacted to identify potential sites for the Principal Investigator to visit. Subsequent exchanges with these potential sites provided additional details regarding the use of graduated sanctions in the field.
- d.** The Principal Investigator attended a workshop in November 2005 in Vienna, Virginia presented by National Council of Juvenile and Family Court Judges titled, "Incentives and Sanctions: Promoting Responsible Behavior in Juvenile Court Participants." While the workshop did present some valuable information, particularly on developmental aspects of adolescence, the workshop leaders practically begged for evidence-based studies of graduated sanctions and rewards. This workshop demonstrated the low knowledge base on which most graduated sanction and incentives programs are founded.
- e.** An expanded literature review was completed.
- f.** The NCJFCJ agreed to share their mailing list of members with the researcher.
- g.** The NCJFCJ agreed to provide a letter of support from the Association President to be mailed with the surveys.
- h.** The questionnaire to be mailed to judges was created.
- i.** Questionnaire to be mailed to judges was created and sent to NCJFCJ.
- j.** NCJFCJ rejected the judge survey.
- k.** Due to lack of student worker support and funding, the researcher was unable to pursue surveying the general population.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

A major barrier to accomplishment was the NCJFCJ's rejection of the judge survey. Additionally, the researcher was unable to survey the general adult population. See Section B.1 for details.

2. Actions Taken to Resolve Problems

No actions were taken to resolve problems. It was not feasible to revise the judge survey. Also, the researcher was unable to get the student worker support and funding needed to conduct a survey of the general adult population.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

An extensive literature review was completed. The researcher attended workshops and conferences to present his findings and learn more about the state of graduated sanctions in the United States and around the world. Additionally, the researcher pursued conducting surveys with juvenile offenders, judges, and adults in the general population to discern their perceptions of graduated sanctions. However, he found it was not feasible to conduct the surveys.

2. Quantitative and Qualitative Data on Which these "Findings, Results...Achievements" are Based

None to report.

3. Discussion and Final Conclusions

Through his literature review and interactions with researchers at conferences and workshops regarding graduated sanctions, the researcher found that little scientific research has been completed on graduated sanctions in regards to criminal justice. The literature review revealed that much of the research completed previously involved drug courts and psychological studies. Also, through his experiences on this project, he found that there are many barriers to address before a research study on juvenile graduated sanctions can be completed. Further research on graduated sanctions will require significant funding, support from NCJFCJ, and support from the local juvenile court judge and case workers. The research team should be comprised of psychology and criminal justice experts. Due to the difficulties mentioned above, future researchers should find a program already fully implementing graduated sanctions to conduct a study. Further, to survey judges regarding their perceptions of graduated sanctions, researchers must gain the support and approval of NCJFCJ and collaborate with them on the creation of an appropriate survey instrument.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

Three Categorical Assistance Progress Reports have been submitted for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

The Principal Investigator made a presentation to the Youth Violence Prevention Program advisory panel on May 11, 2006 discussing potential research pathways and costs and benefits of each approach. He received feedback from the advisory panel.

In July 2006, the Principal Investigator presented a paper titled “New Directions in Juvenile Corrections---Rewards and Sanctions: Lessons from the Norwich (U.K.) School Study” at the 2006 British Society of Criminology Annual Conference in Glasgow, Scotland.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

Aimee Ivas (graduate)
Jamie Yerby (graduate)

5. Proposals for External Funding

There are no proposals for external funding at this time.

References

McKenzie, D. and Armstrong, G. (2004). *Correctional Boot Camps*. Thousand Oaks, California, Sage Publications.

Section X.

**They Think They're Good, So Why are They in Trouble? Using
Juvenile Delinquents' Definitions of Self and Others to Predict
Delinquency**

Nicole Carr, Ph.D.

Final Report

| | |
|--------------------------------|--|
| Title of Report: | Categorical Assistance Final Report |
| Date of Report: | July 13, 2007 |
| Reporting Period: | January 01, 2007 – June 30, 2007 |
| Project Title: | They think they're good, so why are they in trouble? Using juvenile delinquents definitions of self and others to predict delinquency |
| Principal Investigator: | Nicole T. Carr, Ph.D. |

A. Project Summary

1. Goals, Objectives, Hypotheses

Identity theory asserts that involvement in close relationships alters self-meanings, and persons behave consistent with those meanings. Affect Control theory asserts that people are motivated by the need to verify their self and social meanings, and these needs lead to emotions and interpretations of events that promote existing definitions. Self and social meanings change only when maintaining them becomes dysfunctional. The researchers' focus was on how juveniles' interactions in their networks and in justice settings affect their definitions of self and others, and how definitions are predictive of conventional versus delinquent behaviors. Having emotionally positive interaction with people expecting conventional behaviors should increase conventional self and social meanings, prompting conventional behaviors.

The researchers' hypotheses were the following:

- a. Respondents who are more attached to and involved with conventional others will define themselves differently from other delinquents.
- b. Respondents who are more attached to and involved with conventional others will define themselves more similarly to conventional others.
- c. Subjects who define themselves similarly to deviant others will engage in more delinquent behavior.
- d. Subjects who define themselves more similarly to conventional others will engage in less delinquent behavior.

2. Methods and Work Plan

This project built a dataset from two sources of data collected on another YVPP project. The first data source was survey data collected by the YVPP project, "Process and Outcome Evaluation of Network Aftercare System (NAS) at Strickland Youth Center" (investigators for this project were Drs. Nicole Carr and Roma Hanks). These surveys contained delinquents' attitudes and experiences before and after involvement in the Network Aftercare System. Among these were self-reports of relationships with family and reports of antisocial and illegal behaviors.

The second data source was an addendum survey, developed by the project consultant Dr. James Lee, that was administered along with the surveys collected in the project above. The questions included EPA (evaluation, potency, activity) profiles obtained from the delinquents for themselves, their family members, others in their networks, and categories of persons in general (such as “kids who do well in school”). The questions also included assessments of time spent with others and how emotionally close the delinquents were to others in their social networks.

The data represent the experiences of aftercare youth from the summer of 2004 to the summer of 2005. The addendum survey was approved by the USA Institutional Review Board (IRB) in the summer of 2004, and the instrument was employed shortly thereafter and administered along with the original survey to all youth contacted for the NAS process evaluation. These combined instruments have been administered to over 125 delinquent youth since implementation.

The analyses included exploring how self and social meanings were derived from involvement in social networks and the ability of these meanings to predict successful outcomes. Successful outcomes was broadly defined to include program completion, lower recidivism, lowered illegal and antisocial behaviors, and lower risk for delinquency in terms of prosocial attitudes. These were done with OLS regression and longitudinal analysis using Structural Equation Modeling.

3. Results to Date

The researchers’ findings suggested that youths’ self meanings were generally not related to pro-social attitudes, but that youth who define themselves as good report lower levels of delinquency than youth who do not define themselves as good. Interestingly, youth who define themselves as powerful report higher levels of delinquency than youth who do not define themselves as powerful. The researchers also found that youth who view conventional others as more similar to themselves report fewer rule violations than youth who view conventional others as dissimilar to themselves. However, the converse does not necessarily hold - differentiation from negative others does not appear to be related to delinquency.

B. Description and Explanation of any Changes in Implementation Plan

1. Goals and Objectives

No changes to report.

2. Proposed Approach, Strategies, and Methods

Dr. Carr plans to continue to collaborate with Dr. Lee by analyzing data collected in spring 2007 at San Jose State University. They will use this additional data to further develop their theories (at no cost to the current project).

3. Projected Timeline for Project Implementation

Project work as described in the original project proposal is complete. Further analysis will occur in the future, but will not be charged to this project.

4. Organizational Structure, Management Plan, or Staff Alignment and Responsibilities

No students were employed on the project since the last reporting period. Dr. James Lee continued to function as a consultant during spring 2007.

5. Project Location, Research Subjects, or Community Relationships

The subjects surveyed at SJSU in spring 2007 were not included in this analysis. This work went beyond the scope of the original project proposal. The SJSU survey results will be analyzed at a later date at no cost to the current project.

C. Progress in Meeting Goals and Objectives - Cumulative (since initial award date)

- The semantic differential dataset was merged with the NAS assessment data. This resulted in 117 cases with complete data for both the NAS assessment and the semantic differential addendum.
- Mindy Mitchell was hired and trained in January 2006.
- An undergraduate research assistant (Jose DeAnda) was hired and trained to replace Mindy Mitchell in June 2006.
- Jose DeAnda assisted with expanding the literature review for this project. He completed a large annotated bibliography that will provide resources for manuscript preparation.

D. Implementation Difficulties and Problems

1. Barriers to Accomplishment

The small sample size of adjudicated youth and inconsistency among preliminary findings made the researchers concerned about results to date.

2. Actions Taken to Resolve Problems

The researchers revised the data collection instrument and obtained IRB approval to collect data at SJSU during spring 2007. The survey of conventional youth at SJSU will be used to better understand the differences among populations. However, this work goes beyond the scope of the current project and is not included in this final report. The researchers will continue this analysis in the future at no cost to the current project.

E. Activities, Results, and Achievements Related to Project Goals and Objectives

1. Findings, Results, Outcomes, Achievements

The semantic differential subset was completed. The semantic differential data set (Lee) was merged with the NAS assessment data (Carr and Hanks). This resulted in 117 cases with complete data for both the NAS assessment and the semantic differential addendum.

2. Quantitative and Qualitative Data on Which these “Findings, Results...Achievements” are Based

Analyses were based on the merged dataset.

3. Discussion and Conclusions

Analyses suggested that youths’ self meanings are generally not related to pro-social attitudes, but that youth who define themselves as good report lower levels of delinquency than youth who do not define themselves as good. Interestingly, youth who define themselves as powerful report higher levels of delinquency than youth who do not define themselves as powerful. The researchers also found that youth who view conventional others as more similar to themselves report fewer rule violations than youth who view conventional others as dissimilar to themselves. However, the converse did not necessarily hold - differentiation from negative others does not appear to be related to delinquency.

The findings suggested that self-definitions may not be related to prosocial attitudes, but are weakly related to self-reported delinquency. Future analyses should examine the effect of prosocial attitudes on delinquency. The researchers also found that youth who consider themselves powerful as opposed to powerless are more likely to get in trouble. Future analyses should examine the relationship between measures of self-efficacy and confidence on the powerful/powerless scale. Finally, identification with conventional others may prevent delinquency, but identification with negative others does not appear to increase delinquency. Future analyses should attempt to specify the effect of positive others and under what conditions this identification is most useful.

See Section D for more information.

F. Work Products, Dissemination Activities, and Efforts to Develop Additional Resources

1. Deliverables (to OJJDP or Community Partners)

Three Categorical Assistance Progress Reports have been submitted for this project.

2. Reports, Databases, Presentations, Theses (to Community Organizations/Groups, for University Faculty/Students, or at Professional Conferences/Meetings)

- a.** Semantic differential data entry complete and dataset cleaned

- b. NAS assessment dataset and semantic differential dataset were merged into one database
- c. Annotated bibliography
- d. Lee, J. and Flynn, N. (2006 March). "They Think They Are Good, So Why Are They in Trouble?," presented at the 2006 Southern Sociological Society annual meeting, New Orleans, LA.

3. Publications

None to report.

4. Undergraduate and/or graduate students trained and mentored

- a. Mindy Mitchell (graduate student)
- b. Jose DeAnda (undergraduate student)

5. Proposals for External Funding

None to report.

Appendix

National Family Violence Legislative Resource Center Presents:

From Ideology to Inclusion: Evidence-Based Policy and Intervention in Domestic Violence

*The founders, pioneers and today's most respected experts
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Dutton, PhD
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Rohling, PhD
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And also featuring:

**Phillip Cook * Miriam Ehrensaft, PhD * Nicola Graham-Kevan, PhD * John Hamel, LCSW
Janet Johnston, PhD * Marlene Moretti, PhD * Tonia Nicholls, PhD**

5 Plenary Presentations + 15 Breakout Sessions. Topics Include:

Current Policy Issues * Male Victims * Use and Misuse of Restraining Orders * DV in the LGBT Community
Research Trends * Female Perpetrators * Effects of Mandatory Arrest * DV in Ethnic Minority Groups
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Limitations of the Patriarchal Paradigm * Gender-Inclusive Interventions * Model Batterer Programs
* Co-ed Shelters * The Shelter Movement & Public Policy * DV, Children & Adolescents
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For updated information about location, conference schedule and registration, visit the website
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**Continuing education credits available for LCSW's, MFT's, PhD's, Batterer Intervention Providers
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