

The College of Juvenile Justice & Psychology
Prairie View A&M University

Presenters

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Lawrence Sherman et al. (1998) *Preventing Crime: What Works, What Doesn't, What's Promising*

(Available online National Institute of Justice)

What Works	What is Promising	What Does Not Work
Home visits by nurses	Gang offender monitoring	Gun buyback
Family therapy	Proactive drunk driving arrests	DARE
Parent training	Community policing	Peer counseling in schools
Effective schools that teach thinking skills	Police showing respect to offenders	Drug prevention classes
For ex-offender males-vocational training and job placement	Mailing arrest warrants to domestic violence suspects who leave the scene	Summer jobs
For drug dealing in apartments-holding landlords accountable	More officers (depends on what they are doing)	Neighborhood watch programs
Extra police patrols of crime "hotspots"	Big Brothers/ Big Sisters	Arresting juvenile for minor offenses
Life skills training: "stress management, problem solving, self-control, emotional intelligence, reduce delinquency, and substance abuse"	After school recreation programs	Arresting unemployed persons for domestic assault
Thinking skills	Schools within school (for the small school effect)	Police newsletters with local crime information
	Improved classroom management (teachers need to be in place for at least five years)	Boot camps
	Dispersing urban public housing residents	"Scared straight"
	Enterprise zones; Job Corp for at risk youth	Home detention with electronic monitoring
	Street closures; barricades	Vague unstructured counseling

	(restricted access)	
	Drug treatment in jails and community follow-up	
	Intensive supervision and aftercare	
	Metal detectors	
	Intensive supervision and aftercare of serious juvenile offenders	

Risk and Resiliency/Protective Factors

RISK FACTORS	POSSIBLE NEGATIVE MANIFESTATION	PROTECTIVE FACTORS	TO PROMOTE RESILIENCE	RESEARCH
Poor pre and post-natal care	Brain structure; links to violence with smoking and alcohol use	Pre-and post-natal care	Nurse home visits	Liu & Wuerker (2005) Biosocial bases of aggressive and violent behavior: Implications for nursing studies. <i>International Journal of Nursing Studies</i> , 42, 229-241; Raine, A. (2002) Biosocial

				<p>studies of antisocial and violent behavior in children and adults: A review. <i>Journal of Abnormal Child Psychology</i>, 30, 311-326.</p>
Child maltreatment	Delinquency	Family not socially isolated.	Monitor, report, parent training and support	
Sexual abuse of girls	Sexual exploitation; victims of domestic sex trafficking (sex, pornography)	Parental support and monitoring; economic support for mothers.	<p>Enforcement</p> <p>Encourage reporting</p> <p>Moving away from the objectification of females; away from female misogyny</p> <p>Resocializing males (about the true exploitive nature of the production of pornography)</p>	

Sexual abuse of boys	Anger; violence.	Parental support and monitoring;		
Poor parent- child fit	Poor academic performance; behavior problems; self-esteem issues	Parental training and support.		
Double talk	Academic failure	Consistent message of effort towards academic success in homes; high performance expectations.		
Teaching boys to “not cry”	Anger; depression; violence; unresolved intense emotions	Males as a source of support; information; encouragement – preferably older, positive persons.	Offer boys an emotional outlet; teach juveniles/ children how to process negative emotions positively	
ADHD; LD; Early school failure	Peer rejection	Early academic intervention		
Lack of consistent monitoring & supervision	After school care	Consistent monitoring and supervision (often by family, coach,		

		after school program)		
Parental dysfunction e.g. depressed mother; parental alcoholism; domestic violence	Stress; “antisocial behaviors”; poor cognitive development; victims of physical abuse.	Parental support (e.g. by spouse, by extended family)		Slep, A.M.S. & O’Leary, S. G. (2005). Parent and partner violence in families with young children: Rates, patterns, and connections. <i>Journal of Consulting and Clinical Psychology, 73</i> , 435-444.