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Male Graduates' Experiences Following an Alternatives Sentencing Program in Grenada

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Abstract

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MA, Walden University, 2008

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Dissertation Submitted in Partial Fulfillment

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Abstract

Juveniles in many countries around the world were incarcerated during the 1980s and 1990s due to countries' legislating tough-on-crime policies against juveniles. Community-based alternative sentencing options have since been found to be more effective than prisons for developmental and rehabilitative needs of juveniles. However, there is a dearth of research on how these programs have impacted the lives of their graduates. In this study, five male graduates of an alternative sentencing program on the island of Grenada were interviewed to examine how they applied skills and knowledge gained from the program. The theory of change model based upon Prochaska's Transtheoretical model guided this research. Four research questions determined whether graduates demonstrated self-awareness, managing conflict, showing an understand social power dynamics, and demonstrated social responsibility and accountability. Using a qualitative research inquiry method, participants were interviewed, using a self-designed instrument. Responses from each interview were coded using sentences, categories, and themes. Graduates indicated that the program impacted their lives significantly in areas such as conflict resolution, self-control, anger management, improved communication skills and decision making, self-soothing, and self-awareness. Similar alternative programs could be used for positive social change as a model to initiate such programs in the Organization of Eastern Caribbean States (OECS).

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Dedication

I am dedicating this dissertation to my mother Eileen Griffith. She has been my loudest cheerleader, motivator, and source of support from childhood, and continues to do so, even on her sick bed at the age of 92. I cherish her continuous love, encouragement, and sacrifice. To my wonderful husband Benjamin and my sons Myles and Caleb, thank you for your strong support and encouragement through this difficult process. To my one true God, it would not have been possible without you.

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To all my colleagues, close friends and family members who encouraged me, prayed tirelessly, and gave special words of wisdom and encouragement. A special mention to my dear sister Christine, my special cousin Kathleen, my sister in-law Josephine, and my dear friends Sonia, Eslyn, Annmarie, Novia, Denise, John, Reverend Worme, Welch, and Baker. I share this achievement with you.

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Chapter 1: Introduction to the Study

Juveniles have been incarcerated in adult prisons worldwide. Research has been conducted on the disadvantages to juveniles of their being incarcerated in adult prison (Cesaroni & Peterson-Badali, 2013; Ng et al., 2011; Ryan, 2013). Cesaroni and Peterson-Badali indicated that adult prison exposes juveniles to gang violence, while Ryan (2013) and Ng et al. (2011) found that juveniles are at risk of being raped and becoming depressed and suicidal. Ng et al. (2011) also reported that juveniles in adult prisons are also more likely to engage in self-injurious behavior. Any stay in juvenile detention, adult jail, or adult prison appears to be associated with deleterious effects on the physical and mental health of juveniles. It is also linked to poor educational and career outcomes, and negative influences on families and communities (Ng et al., 2011). Recidivism rates among youth incarcerated in adult prison were much higher than youth sent to detention centers (Ng et al., 2012; Passarella & Tashea, 2014). The purpose of this study was to examine how male graduates of an alternative sentencing program were applying skills and knowledge gained from the program.

The major sections of the chapter include the background of problem, problem statement, purpose of study, research questions, theoretical framework, nature of study definition of terms, assumptions, scope and delimitations, limitations, significance, and a summary. In the following section the background to the problem of juvenile crime in Grenada, the United States and other countries will be discussed.

Background

McGarvey (2012) argued that there is a need for reform in the justice system to accommodate the fact that juveniles in prison have higher rates of mental health disorders than those who are not imprisoned. There is also a need for alternative sentencing options for juveniles in conflict with the law (Cesaroni & Peterson-Badali, 2013; Ng et al.,2011; Ryan, 2013;). It has therefore been suggested that, rather than incarceration, the goals of juvenile court sanctions are to rehabilitate and reintegrate juveniles into society. This would be better realized by providing individualized case management programs, including educational and vocational training, and individually tailored rehabilitation. In response to a global call for reform, juvenile justice policies in the United States and many other countries have been created and changed to accommodate alternative sentencing options (Artello et al., 2015; Benekos et al., 2013; Butcher et al.,2015; Moore, 2011). The purpose of this study was to interview graduates of an alternative sentencing program. There is a dearth on research interviewing graduates of alternative sentencing programs.

Problem Statement

Research on community-based options to the incarceration of juveniles in adult prisons is limited. For example, diversion programs can be implemented safely and effectively, but there is a gap in the literature on outcome data, especially in programs that focus on behavioral health (Balkin et al., 2011; Butcher et al., 2015). As more juvenile justice programs are evaluated and as a more comprehensive understanding of the factors that promote effective diversion programs is ascertained, court staff may be

more willing to invest in and recommend diversion programing for juvenile offenders if these programs are found to be effective (Butcher et al., 2015). The purpose of the study was to determine whether Alternatives, one such community-based program on the island of Grenada in the Caribbean has been effective in having an impact on the development of graduates of this program; in terms of assisting them to apply the knowledge and skills obtained in the program to enable them to be more productive members of the community, while also preventing them from recidivating.

Purpose of the Study

Graduates of the court-directed sentencing program Alternatives were interviewed. The purpose of the research was to determine whether the program goals of the Alternatives Program were realized, according to individuals who participated. A qualitative study was useful and most appropriate for the nature of the study, as it allowed for the collection of detailed information on how graduates of the Alternatives program have been applying what they learned in the program.

Research Questions

The primary research questions of the proposed investigation are as follows:

RQ 1 – How are graduates demonstrating that they are self-aware by the views they are expressing?

RQ 2 – How do graduates manage conflict in their interactions with others?

RQ 3 – How do graduates use their understanding of power dynamics to respond in social situations with others?

RQ 4 – How are graduates demonstrating that they are responsible and accountable?

In the next section, the theoretical model that guided the research will be described. This model is based upon Prochaska's Transtheoretical Model (Prochaska, 2013).

Theoretical Framework

The theory of change model refers to the processes by which an intervention or program impacts change in an individual. The process of goal attainment is explained by examining indicators of change (Chibanda et al., 2016). This was achieved in the study by interviewing graduates of the Alternatives program to determine whether they made changes in the area of self-awareness, managing conflict with others, understanding power dynamics, and responsibility and accountability. The theory of change model is based upon Prochaska's Transtheoretical model (Prochaska, 2013). The premise of this model is that change operates differently in different stages of the change process. The stage of change refers to when people change, while processes of change represent how persons change. Change processes involve covert and overt activities that persons are involved in as they seek to remove problematic behaviors. Each process comprises various techniques, methods, and orientations (Krebs et al., 2011). In the Transtheoretical model, "behavior change is perceived as a process that unfolds over time" (Krebs et al., 2011, p. 143). Each stage involves specific tasks and processes that must be accomplished before one can move on to the next stage, but time spent at each stage may vary. Optimal progress is attained by the processes and relational dynamics that occur at

each stage. The stages are precontemplation, contemplation, preparation, action, and maintenance.

Precontemplation is the stage at which one has no intention to change his or her behavior in the near future. At contemplation, the individual is aware of his or her problems and is considering strongly making a change but has not yet acted to do so. At the preparation stage one is intending to act within a month and is making small steps to do so. Action involves a modification of one's behavior, experiences, and or environment to get rid of his or her problems. Maintenance involves one's work to prevent a relapse while consolidating gains made thus far (Krebs et al., 2011).

The process of goal attainment is explained by examining evidence-based measures and indicators (Chibanda et al., 2016). The assessment of goal attainment in this study was assessed by interviewing graduates of the Alternatives Program to determine whether they perceived that they experienced changes in their life as a function of the program. By exploring whether changes have occurred in graduates in the area of self-awareness, self-management, social-awareness, and social management, this research linked the theory of change directly to the process indicators which emerged from the social discourse in the interviews. The theory of change model is therefore well suited to ground this research.

Nature of Study

A qualitative research inquiry design was used in this study. Data collection included interviews with graduates of the program. A qualitative design was selected for this proposed research because it allows for in-depth and detailed responses to the

interview questions. Five graduates of the Alternatives Program were interviewed, because only five qualified from the cohort selected for recruitment, based on the selected criteria for selection. Twelve graduates were initially selected based upon the recommendations and findings of Guest et al. (2006), that data saturation occurs after interviewing six to 12 individuals. They described saturation as "the point in data collection and analysis when new information produces little or no change to the codebook." (pg. 65). In a study involving 60 interviews and 36 codes, 34 codes (94%) were assigned in the first six interviews, and 35 (97%) after the twelfth interview (Guest et al., 2006).

Definition of Terms

Alternatives Program: a psycho-educational program that was introduced in 2008 in Grenada. It was designed to target young males under the age of 18 who conflict with the law. (Buckmire, & Buckmire-Moore, 2011)

Theory of Change Model: the processes by which a given intervention or program impacts change in an individual. (Chibanda et al., 2016)

Psychosocial Development: the personal, emotional and social development of the individual. (Pretorius & Niekerk, 2014)

Assumptions

There were several major assumptions of this study. The first was that the Alternatives Program was implemented as intended from inception and that all the program goals have been realized. The second was that the intervention was effective in enabling graduates to attain skills in self-awareness, self-management, social awareness,

social management, developing responsibility, and implementing healthy options to managing conflict. The third assumption was that graduates developed a sense of responsibility and became accountable for their infractions. The fourth assumption was that graduates developed healthy alternative options to respond to conflict. The fifth assumption was that graduates developed a sense of responsibility. The assumptions cited above are important as they are related to the purpose of the study, which is to determine whether graduates of the Alternatives Program were able to apply skills learnt in the Alternatives Program to effect personal and social development.

Scope and Delimitations

Incarcerating juveniles in adult prison has exposed them to many ills including depression, self-injurious behavior, suicide, and mental illness (McGarvey et al., 2012). Advocates of juveniles within the justice system and UNICEF have called for alternative sentencing options for juveniles getting into conflict with the law. There has been a call for community-based alternative sentencing options for juveniles getting into conflict with the law. The Alternatives Program is one such community-based program that was created in 2012 on the island of Grenada in the Caribbean. Graduates of this program have never been assessed to determine whether they have been implementing knowledge and skills learnt in this program.

The theory of change model is the main theory upon which this research has been developed (Chibana et al., 2016). The premise here is that graduates of the Alternatives Program would achieve change over a period of time commensurate with that proposed by the Theory of Change Model. Thus, a juvenile at the beginning of their program might

be at the precontemplation stage where he is not strongly thinking of change processes, to a point where he has changed his behavior, and is at the stage of deeply considering and engaging in thoughts and actions to ensure that he does not behave in such a manner to get himself in conflict with the law. As such only graduates of the Alternatives Program were eligible to participate in this study because they should have been at the stage of goal attainment, based on the theory of change model.

In this study females were not interviewed because the Alternatives Program does not include female juveniles. Also excluded from the study were parents, the program director, the facilitators of the program, and juveniles who did not graduate from the program. All professionals affiliated with the court, including lawyers, judges or probation officers were also excluded from this proposed research.

If program graduates learned new skills and knowledge and could apply them in their lives, then this program might serve as a model transferable to similar programs both in Grenada and the Caribbean. It would not be transferable to females since this program was not designed with females in mind and does not serve them.

Limitations

Graduates of the Alternatives Program were interviewed in this study. Because of a desire to please and present oneself in a good light, graduates may have presented bias in their descriptions of how they would apply their learning in scenarios that involve how they would behave in different situations. To encourage participants to be open and honest, they were advised that to be able to make possible changes to the Alternatives Program they must be honest with their answers.

Significance

This research could contribute to the body of knowledge on juveniles in conflict with the law in the Eastern Caribbean and wider Caribbean. For islands and countries without a juvenile detention center, this research could show that the Alternatives Program is a viable model for social change in this regard. Alternatives is a community-based program, and not a detention center. As such it fits in with the call from international countries for the most effective rehabilitation of juveniles. Among the nine member states of the Organization of Eastern Caribbean States, St. Kitts and Nevis, St. Vincent, and St. Lucia are the only islands with related programs to 'Alternatives'. The study could allow for an increase in the scientific literature on juveniles on conflict with the law by providing valuable information on how graduates of a court-directed alternative sentencing program are using information from that program to develop themselves emotionally and socially. It may also provide information on what an effective option to juvenile incarceration looks like in terms of content, delivery, and outcomes.

Studies of community-based program as an option to incarceration to meet the developmental needs of juveniles in the Caribbean has not been well researched. This research will therefore be an addition to the existing research on similar programs in other parts of the world as well as being specific to Grenada, the Grenadian population, key stakeholders, the wider Caribbean, and the world at large, who will be privy to scholarly research highlighting the effect of such a program on rehabilitation of juveniles.

Thus, overall, this research may provide the following four contributions to social change:

1) Promote a rehabilitative option to incarceration in a non-punitive environment.

2) Encourage the legal system in Grenada to make it mandatory that juveniles are not sentenced to adult prison.

3) Promote the Alternatives Program as an option even superior to adult prison or juvenile detention.

4) Contribute to the international call for provisions for and research into community program diversions, over incarceration.

If graduates of the Alternatives Program show personal and social development by the manner in which they report responding in social situations, in the future this program could possibly be used as a model to initiate a similar program in OECS islands without similar programs. If found to be an effective model, other countries in the Caribbean and around the world may be desirous to model unique aspects of the program. In this section, the considered impact of this proposed study for Grenada, the Caribbean, and the world at large were outlined. In the next section, a chapter summary is provided.

Summary

Incarcerating juveniles in adult prison has been associated with many negative effects to individuals and societies. In this chapter I introduced this problem, presented the history of the impact of crime culture in the United States, the Caribbean, and world at large, and examined how this resulted in legislation for ‘tough on crime’ policies, resulting in juveniles being incarcerated in adult prisons and detention centers. The ill

effects emerging from incarcerating juveniles in adult prison led to a review and change in juvenile justice policies. These new policies recommended rehabilitation over incarceration and legislation for the provision of alternative sentencing options. The call has been made for rehabilitation within a community setting. The purpose this study was described as the interviewing of graduates of an alternative sentencing program called Alternatives, to analyze whether these graduates are applying knowledge and skills learnt in this program. The research questions, theoretical framework, nature of the study, definition of terms, assumptions, scope and delimitations, limitations, and significance of the study were described. In chapter two a review of the extant literature is presented.

Chapter 2: Literature Review

Introduction

Juveniles in many countries around the world were incarcerated during the 1980s and 1990s due to these countries legislating tough-on-crime policies against juveniles. In the United States, juveniles were prosecuted in adult court as a measure of deterring them from committing certain crimes, while punishing those who committed them (Passarella & Tashea, 2014). Juveniles in adult prisons are at risk of being raped, becoming depressed or suicidal (Ryan, 2013; Ng et al., 2011). Adult imprisonment is associated with the most deleterious effects on juveniles. Community-based alternative sentencing options have been found to be more effective for the developmental and rehabilitative needs of juveniles (Gaudio, 2010; Lambie, 2013).

The purpose of this study was to examine how graduates of the Alternatives Program on the island of Grenada, in the Caribbean, have been applying the knowledge and skills learnt when they were participants of this program. The Alternatives program, originally created in 2010 by the Legal Aid & Counseling Clinic in Grenada as a Life Skills Program, was modified in 2012 to meet the needs of a court mandate (Buckmire & Buckmire-Moore, 2011). It was considered a suitable option to incarceration because of the large number of youths who were appearing before the courts. This program has never been evaluated by way of interviewing graduates of the program. Alternative sentencing options to adult imprisonment have been provided to juveniles in many countries, because of the ill effects of imprisoning juveniles in adult prison (Gaudio, 2010).

Incarcerating juveniles in adult facilities makes them eight times more likely to commit suicide, five times more likely to be sexually abused, and three times more likely to be assaulted by prison staff than their counterparts in juvenile detention (Mcleigh & Sianko, 2010). Juveniles also have a 50% increased risk of being attacked by a weapon, and to commit future crimes compared to youth in juvenile detention (McLeigh & Sianko, 2010). While adult incarceration is associated with the most negative effects on juveniles, there are also some negative effects of placing youths in juvenile detention. (Gaudio, 2010). In the Caribbean, there has been a similar trend like in the United States to get tough in dealing with juveniles committing crimes. In the 1980s and 1990s, legislators in both Barbados and Trinidad favored being tough on crime with juveniles found committing crimes (St. Bernard, 2009; Wallace, 2016).

Incarceration does not allow for appropriate rehabilitation, has negative behavioral and mental health consequences, and enables continued reoffending (Lambie & Randell, 2013). Lambie and Randall argued that rehabilitation must include a multisystem approach, with community-based empirically supported intervention practices. Countries like Germany and South Africa were ahead of the United States in their juvenile justice reform. In 1990, Germany created the Youth Justice Act, while in the same year South Africa formulated the Child Justice Act. Diversion, rehabilitation, and the prevention of recidivism were the major focus of the acts of both Germany and South Africa. In the United States, many states began revising and others are considering revising their juvenile justice policy because of severe budget deficits and the increased rate of juvenile suicide (Moore, 2011). Many states have found it more beneficial to shut

down juvenile facilities and instead house juveniles in community programs. In 2012, the Grenada Juvenile Act was created (Grenada Child Protection Statistical Digest, 2015). This act was a mandate that alternative sentencing options be provided for juvenile males getting into conflict with the law.

This chapter will include a restatement of the research problem, current research support for this problem and the purpose of the study. A description of the databases and texts that were used to source information on juveniles in adult prison, and its ill effects will be described. The theoretical foundation for this study is the theory of change model (Chibanda et al., 2016). Evidence of how this model has been used in previous research will be highlighted, along with how it is tied to this study. Reasons for juvenile crime would then be highlighted, along with failed attempts that were proposed to deal with juvenile crime. Changes in juvenile justice policies will then be discussed, and the recommendation for alternative sentencing options. Community-based programs would be discussed as the most effective option to adult incarceration or residential placements. Data will be presented on some community-based programs that were introduced in various countries, along with the assessment of these programs.

Studies highlighting controversial issues such as lack of blameworthiness of juveniles, change as a long-term process, lack of focus on mental health issues in juveniles, and the necessity for risk assessment in guiding program development would be discussed. Studies related to the research questions in this study will also be examined. The research questions are driven by the program goals of self-awareness, self-management, social-awareness, and social-management. Studies examining these four

research goals will be presented. The final section of the chapter includes a summary of chapter two and an introduction to the major sections of chapter 3. In this section, the introduction to the problem of juveniles being incarcerated in adult prison in many countries around the world was introduced, along with a summary of the main topics that will be discussed in chapter two. In the next section, the databases and search engines used to source articles for the literature search for this study will be outlined. The key terms used in conducting this proposed research will also be described.

Literature Search Strategy

Many databases and search engines were used (between 2015 to 2019) to source articles on juveniles in adult prison. Walden Library was the main source for database information. The databases used include Academic Search Complete, PsycArticles, ERIC (Educational Resource Information Center), and ProQuest. Other database sources used include Criminal Justice, Oxford Criminology Bibliographies, and Medline.

Key terms used to search databases included ‘United Nations,’ ‘juveniles,’ ‘juveniles in the Caribbean’; ‘juveniles in the Eastern Caribbean’; ‘juvenile incarceration in the Caribbean’ ;‘juvenile incarceration in the Eastern Caribbean’; and ‘effects of juvenile incarceration in the Caribbean’. Other key terms used include ‘juveniles and the mind’; and ‘juveniles and incarceration,’; ‘juvenile delinquents and prison,’; ‘juveniles and adult prison’; ‘juveniles and child rights’; and ‘juveniles and community programs. Some additional search terms include ‘theory of change model,’ ‘Prochaska’s Transtheoretical model.

Academic Search Complete and PsycArticles were the psychology databases most accessed. Academic Search Complete was the database found to be most comprehensive. Current peer-reviewed articles were sourced. Google Scholar was the search engine used to try to source Caribbean-related articles. It was used primarily to search for articles on the effects of incarcerating juveniles in adult prison and searching for models of alternative options to juvenile incarceration, including Caribbean models. Academic Search Complete was the database used to source articles on the theoretical foundation.

Research primarily conducted and reported within the previous five years was used. There is little or no research on juveniles incarcerated within adult prisons in the Caribbean. As a result, United States (US) based research was mostly accessed. In this section the search engines and databases used to source articles for this proposed study were described. In the following section the theoretical foundation for this study would be outlined. The theory chosen is the theory of change model. Also described is the origin of the theory, the major proponents of the theory, how the theory was previously used, and the rationale for choosing this theory for this research.

Theoretical Foundation

In the next section, a description will be given of the theory of change model. The Transtheoretical model will also be introduced as the framework upon which the theory of change model is based. The stages of this model will be outlined below.

Origin of Theory

The theory of change model is the central theory guiding this research. The theory of change model refers to the mechanisms by which a given intervention or program

results in a “real world impact” in an individual (Chibanda et al., 2016, p. 2). The theory of change model was created based upon Prochaska’s Transtheoretical model (Krebs et al., 2011).

In Prochaska’s Transtheoretical model (Krebs et al., 2011) change operates differently at each stage of the change process. Change processes refer to the covert and overt activities that one can engage in to foster more appropriate ways of behaving. Each process is comprised of techniques, methods, and orientations (Krebs et al., 2011). In the Transtheoretical model, “behavior change is perceived as a process that unfolds over time” (Krebs et al., 2011, p. 143). At each stage, there are specific tasks and processes that must be accomplished before one can move on to the next stage, but time spent at each stage may vary. Optimal progress is attained by the processes and relational dynamics that occur at each stage. The stages are precontemplation, contemplation, preparation, action, and maintenance (Krebs et al., 2011).

Precontemplation is the stage at which an individual has no intention to change his or her behavior. Contemplation is the stage at which one is aware of his or her problem and is considering making a change but has not yet done so. At the preparation stage, the individual is intending to act within a month, and is taking small steps to achieve this goal. Action involves modification of one’s behavior, experiences, and or environment, to rid oneself of one’s problem or problems. At the maintenance stage one works to prevent a relapse, while consolidating the gains he or she would have made up to that point (Krebs et al., 2011).

Though not often listed as first author in publications, Prochaska has remained active in revising and implementing his theory, as reflected in Krebs et al. (2018). In this research, the Transtheoretical model was applied to change processes operating in psychotherapy. The researchers noted that it was important for the patient to match the process of change and their therapeutic relationship to their stage of change. As a client moves from one stage to the next, so does the therapeutic relationship (Krebs et al. 2018). Consistent with Prochaska's model clients at the contemplation stage spent a very long time considering the dysfunctional behaviors that they needed to change, and often get stuck there for a while. However, once they arrived at the preparation stage, they began to make small steps toward their goal of reaching the action stage (Krebs et al., 2018). A strong link was found between readiness to change, and therapy outcomes in 37 studies that were conducted between 2010 and 2018 (Krebs et al., 2018).

Theory of change (ToC) models are used to try to understand a specific issue or phenomenon under investigation, and they have been recently found to be most suitable as a tool for developing and evaluating complex interventions. They are considered suitable because of their theory-driven approach to evaluation, elucidating causal pathways, and providing indicators to the design of complex interventions. In the ToC model there is an outline of how and why an initiative works via evidenced-based methods and indicators. It highlights "an initiative's causal pathway to impact" (Chibanda et al., 2016, p. 2). This pathway includes the initiative, intervention, and goal. During the process, barriers, indicators, assumptions, and interventions are highlighted to ensure that program outcomes are realized. The ToC has been described as "a roadmap

that will allow for important change that will lead to a desired outcome" (Chibanda et al., 2016).

There are different theories of change models. Baruch et al. (2012) described a multisystem theory of change as an intensive family and home-based intervention used for young people with antisocial behavior. This model was created by Bordouin and Henggeler in 1990. It resulted from research on the multidimensional nature of youth antisocial behavior and was based on Bronfenbrenner's social-ecological approach (Bronfenbrenner, 1979). Kim et al. (2015) posited that the Communities That Care (CTC) theory of change model is a medium for strengthening protective factors to prevent behavioral problems in youth. These protective factors will operate on a community-wide basis. The use of theory of change models enables opportunities for prosocial involvement in the community and the school, interactions with prosocial peers, and opportunities to develop social skills. In this section, different types of theory of change models were described. It was also noted that the theory of change model has been assessed as a suitable tool for developing and evaluating complex interventions. In the following section, several studies will be described to demonstrate how theory of change models have been used as the framework for several interventions that were created for juvenile offenders.

How the Theory of Change Model was Previously Used

A computer-tailored intervention entitled Rise Above Your Situation (RAYS) was created as a prototype of a multimedia Transtheoretical model (TTM; Fernandez et al., 2012). This intervention provided step-by-step guidance and structure to reduce typical

barriers counselors have in the delivery of evidenced-based treatments. The developers of the RAYS intervention enabled responsivity by delivering assessment, and individualized guidance tailored to the stage of change. Other aspects of the TTM were applied by allowing youth to identify the skills and goals they felt needed greatest intervention. The intervention was designed to help juvenile offenders make progress at each stage of change. Inclusion of counselor support assisted by program-generated feedback and intervention ideas were considered necessary elements to increase the impact of the intervention.

In the process of intervention development, Fernandez et al. (2012) identified best practices for intervention with juvenile offenders and substance abusers. They matched these practices to Prochaska's empirically supported TTM (Fernandez et al., 2012) process and principles of individual behavior change. To identify best practices, they examined six empirically supported programs (Degnan 2007; Gibbs et al., 1998; Godley et al., 2001, Goldstein, & Glick 1987; Hossfeld & Taormina, 1997; Kadden, & Stampl, 2001; Sussman et al., 2004). Interviews were conducted with six experts on juvenile offending and adolescent substance abuse. Recommendations for intervention were taken from the Office of Juvenile Justice and Delinquency Prevention (1998). Substance abuse was given priority for intervention over juvenile delinquency because of the time-limited nature of juvenile delinquency (Fernandez et al., 2012). Recommendations from a feasibility study were that this intervention could be used with the court, and systems involving youth in a variety of programs and settings. The intervention materials were considered acceptable and useful to both youth and their counselors. A baseline

assessment and substance abuse screening were conducted for all 350 juvenile offenders and substance abusers. Individuals screening positive for substance abuse were placed in the substance abuse track, while those with a negative screening result were assigned to the criminal behavior track. Feedback was offered to participants in both tracks on the problems associated with substance abuse and criminal behavior. Based on the assessment, individuals were given feedback on their stage in the change process and the pros and cons of changing their target behaviors. Youths assigned to the substance abuse track were more likely to state that there were too many questions or that the sessions were too long (45.0% vs 15.o%, $x^{2 =} 5.5$, p = .025).

Baruch et al. (2012) conducted a qualitative study with young offenders and their families in the United Kingdom using the multisystem therapy theory of change model (MST). The purpose of the study was to examine the experience of the young persons and their parents in the MST model. Semi-structured interviews were conducted with 21 parents and 16 young adults. Program participants reported that the intervention improved parenting skills and family relationships. Key factors implicated in behavioral change included behavior contract, learning how to manage conflict, and the mediating effect of the viewpoint of the therapist. Parenting skills were found to have the greatest impact in terms of improved child-parent relationships.

Chibanda et al. (2016) applied the ToC model to address the problem of increased mental, neurological, and substance abuse (MSN) problems in low and middle-income countries, especially in sub-Saharan Africa. There existed a need to have well documented protocols for the purpose of developing and up scaling a Friendship Bench

project, which is an intervention that was used by people living with HIV. The program was conducted by lay health care workers, operated in three primary care health clinics, and provided structured cognitive behavior therapy for problem solving. Chibanda et al. (2016) described the way the ToC model was applied to design and evaluate a successful cluster randomized controlled trial (RCT), and a scale-up plan. As part of this process eight ToC workshops were held with relevant stakeholders over a six-month period. There was a strong emphasis on using an interactive approach during all workshops. This resulted in many positive outcomes such as rapport building and an enhancement of stakeholder engagement. Key stakeholders included researchers, policymakers, clinic staff, community health workers, and user groups. In this section, it was outlined how 3 different types of theory of change models were used in various intervention programs. In the next section, a rationale will be given for why the theory of change model was selected as the appropriate model for this study involving juveniles who were previously in conflict with the law.

Rationale for Choice of Theory of Change Model

The ToC model was chosen for this research because of its' focus on self-described developmental and social changes in young men who had previously graduated from a court-directed program called Alternatives. In applying this model, the consideration is whether changes occurred in individuals at different stages. In making this relevant to this proposed study, graduates of the Alternatives Program will be interviewed to determine if they were able to realize positive changes in their lives, because of their involvement with the program. The consideration is that these changes

would have been incremental. In addition, if graduates report that they were able to apply the skills and knowledge gained from the program to make significant improvements in their lives, one can then say that this will be evidence of another stage of development in the lives of the graduates.

Chibanda et al. (2016) indicated that the theory of change model refers to mechanisms by which a given intervention or program has a "real world impact" (p. 2). In the context of the proposed research, this real-world impact relates directly to the consideration that by participating in the Alternatives program, graduates should have positive changes in their lives. It is apparent that the theory of change model is a suitable theory to be applied and is directly relevant to the context of this research and its' research questions. To determine this, four primary research questions will be analyzed. In research question one, the question asked is: How are graduates demonstrating that they are self-aware by the views they are expressing? In primary research question two, the question is: How do graduates manage conflict in their interaction with others? For research question three, the question is: How do graduates use their understanding of power dynamics to respond to social situations? The fourth research question is: How are graduates demonstrating that they are responsible and accountable?

In the section above, a rationale was given for why the theory of change model is suited to the proposed research of graduates of the Alternatives Program being interviewed, and the research questions to be analyzed in this study were described. In the following section, key variables and concepts related to juvenile incarceration are outlined.

Literature Review Related to Key Variables and/or Concepts:

From the late 1800s when the juvenile court was created, up until the 1960s, a rehabilitative and therapeutic approach was used to deal with juvenile offenders. Between 1960 until the late 1990s, a punitive approach was applied when juvenile got into conflict with the law. A change in policy and philosophy about juveniles occurred at the beginning of the 21st century resulting in a shift from incarceration of juveniles to research-based programs supportive of the developmental, social, and emotional needs of adolescents (Hayes et al., 2019).

The construct of interest in this study is alternative sentencing options to juvenile incarceration in adult prison, and the methodology is the qualitative method. In the following sections, studies highlighting alternative sentencing options to juvenile incarceration are examined, and the effectiveness of community-based programs for juveniles would be discussed. Community-based interventions have been varied in their design and focus and have produced mixed results on the prevention of reoffending. Of critical importance, has been the identification of effective alternatives to residential placements, in the form of programs that are designed to produce positive outcomes (Bontrager-Ryon et al.,2017) and for social reintegration (Nicklin, 2017).

Aos et al. (2009) conducted a meta-analysis of 545 treatment programs that were identified by the Washington State Institute of Public Policy, because incarceration rates in Washington in the United States tripled, from since the 1970s. On any day, between 1950 and 1980, at least two individuals were incarcerated in a state prison, from a population out of 1000 (Aos et al., 2009). The purpose of the research of Aos et al. was to

determine the number of beds that might be needed in alternative sentencing options, along with the total fiscal cost of such a program. They tested three research questions. Question one was “what works to reduce crime?” Question two was “what are the costs and benefits of an alternative sentencing option versus incarceration in a state prison?” The third research question was “how would alternative portfolios of evidenced-based and emotionally sound options affect future prison construction, criminal justice, and crime rates?” Five community-based programs were highlighted as being effective and reasonably priced. They include the Multidimensional Treatment Foster Care, Functional Family Therapy, Adolescent Diversion Project, Multisystemic Therapy, and Family Integrated transitions (Aos et al., 2009)

In 2004, the Florida Legislature implemented the Redirection Project; a community-based approach for dealing with the needs of delinquent youth. Non-violent offenders were the focus of this approach. The goal here, however, was public safety, not rehabilitation. Youth were diverted from confinement to probation. The goal of the Florida Legislature was to find evidenced-based cost effective community programming to meet the needs of delinquent youth. As part of their probation, youth were mandated to receive either the Multisystemic Therapy (MST), or Functional Family Therapy (FFT). One year later, the Parenting with Love Family and Limits (PLL) model was introduced as an alternative form of rehabilitation. The placement of youth in one of the above three options was based on funding, need, and evidence of improvement (Bontrager-Ryon et al., 2017). Meta-analysis on family programs has shown a positive impact of family programs on reducing recidivism and improvement of the quality of life of young

offenders. There has been evidence of programs without official names showing a larger impact on the social development of youth than some programs with official names (Lipsey et al., 2010).

The Shakespeare-specific alternative juvenile sentencing was developed in the year 2000 and is exclusive to the United States of America (Nicklin, 2017). The program caters to juveniles who were involved in non-violent crimes, and are court mandated to attend compulsory Shakespeare programs. The program offers short courses over a 10-week period. Courses include compulsory Shakespeare-focused activities for skills development and issue exploration. The program outcome includes the enhancement of skills such as commitment and communication for social reintegration (Nicklin, 2017). In 2015, a researcher participated actively in 12 sessions of the Shakespeare program. Out of this, the researcher produced diaries outlining specific practices and participant engagement. Interviews were conducted with 6 coed juvenile participants, while 56 additional feed forms were secured from the program archives as a measure of enhancing the validity and consistency of the research findings. The archival formal feedback was collected from participants at the completion of the program, and ethnographic data was collected by the researcher during active engagement with the group in May 2015 (Nicklin, 2017).

Two themes were highlighted from the Shakespeare study. They included the Shakespeare approach and personal and skill development. Of considered importance, was the participant and practitioner perceived benefits of the Shakespeare approach. Nicklin (2017) focused on the positive potential of the program. He, however, indicated

that some of the participants did not necessarily like the Shakespeare language (I have to take time to work out what he is saying. With the books, I get there but I knew it would be tough). All the participants, however indicated that they learned something, and that the program assisted them with improving their self-confidence, self-respect, feeling valued. They also gained an improved ability to understand the impact of their actions (It showed *me not to be shy while in front of a lot of other people and to be myself in front of a lot of people I didn't know)*.

In conclusion, Nicklin (2017) proposed that a 10-week program would not permanently rehabilitate juveniles but would enable them to develop skills that should allow them to make better choices, communicate and express themselves, and participate in positive activity. Previous participants also spoke positively about the program, and one reoffender pleaded with the court to send him back to the program so that he could engage more actively in the program the second time around (Nicklin, 2017). The Shakespeare study is comparable to the Alternatives Program because a qualitative approach was used to enquire about the experiences of the participants of the program.

Review and Synthesis of Studies Related to Concepts

In 2016, the Office of Juvenile Justice and Delinquency Prevention launched the 'Police and Youth Engagement Supporting the Role of Law Enforcement in Juvenile Justice Reform' program (Lutz et al., 2016). The individuals in this program had forged links between the International Association of Chiefs of Police and the Coalition for Juvenile Justice (Lutz, et al., 2016). One of the primary considerations of juvenile justice reform initiatives should be the recognition that juveniles and adults are developmentally

different. As a result of their immature brain they lack self-control, and experience vulnerabilities from the outside world and their peers. They also had limited decision-making skills and were therefore considered less blameworthy than adults (Bechtold & Cauffman, 2014).

Ashman et al. (2013) proposed that readiness for change or treatment readiness is a needful factor in eliminating risky behaviors. They proposed that behavior change is not necessarily intrinsic to juveniles, and as such there must be an intervention. They assessed the experiences of six young persons, ages 13 to 17, who participated in a 6-week self-regulatory intervention program focused on enhancing life skills and goal setting among youth who presented with challenging or risky behaviors. The primary tool used was the Mindfields Assessment Battery (Ashman et al., 2013), which is a computerized interactive comic that measures self-regulation, goal setting, social competence, and life satisfaction.

Ashman et al. (2013) did not find support for previous research that indicated that readiness for change is a necessary ingredient for behavior change (change in risky behavior). Instead they found support for the previous findings of Prochaska and DiClemente (1982), and Begun et al. (2001), that changing one's behavior might not be achievable in the short term, despite a young person's readiness to change. Instead, they proposed that true change might require three to seven change cycles. This refers to the process by which one moves from precontemplation to maintenance. There can be periodic interruptions, which may result in one's reversion to a previous stage, back and forth many times. This relapse was not perceived as a failure, but rather an opportunity to

refine goals for change and maintenance. Juveniles may therefore require a lot of support and continuous intervention over a period before true change is realized. One can consider whether relapses could be a function of the mental health of the juvenile. This will be discussed in the next section, along with the consideration that community-based programs appear to be better tailored to effecting behavioral change in juveniles (Rijo et al., 2016). Ashman et al. (2013) showed a link between the theory of change model and program implementation. The common thread with most of these studies is that they referenced community-based interventions for youth. However, these studies did not include an assessment of the effectiveness of programs via interviews with graduates of a program.

In a study involving Portuguese juveniles with mental health problems, 122 males were compared (Rijo et al. (2016). The comparison was between offenders in custodial versus community-based programs. The purpose of the study was to assess mental health problems as a measure of identifying intervention needs within this population of juveniles. Overall, there was a high prevalence of mental health disorders. In the community-based sample, the rate was 88.4%, compared to 93.4% in the custodial sample. Overall, the percentage of juveniles presenting with psychopathology was less among the community-based sample ($p = .19$) compared to the custodial sample (Rijo et al., 2016). Youths placed in custodial facilities typically received a substance abuse diagnosis compared to juveniles in community-based programs who received anxiety and mood-related diagnoses. Youths placed in community-based programs tended to exhibit

behavior consistent with oppositional defiant disorder, while those in custodial settings displayed conduct disorder and antisocial personality disorder.

Recommendations by Rijo et al. (2016) were that there was a need for more focus to be placed on mental health intervention, and in particular for qualified professionals to provide these interventions to ensure that juveniles do not transition to adult prison. Juveniles are also at a developmental stage that is most receptive to mental health intervention (Rijo et al., 2016). Other recommendations made for juveniles both in custodial and community-based programs include specifically tailored psychotherapeutic interventions for young offenders, thorough research of the development and intervention plan to enable ongoing clinical practice and vice versa, and finally, enabling the continuation of therapy by linkage to community-based mental health services (Rijo et al., 2016).

Effective rehabilitative programs are guided by the principle of risk. This basically means, “those who need the most, receive the most” (Hau & Smedler, 2011, p. 88). Applying the risk principle in program intervention reduces recidivism. For staff who were trained to use the Level of Service Inventory-Revised (LSI-R) tool, a significant correlation of .21 ($p < .01$) was found between future recidivism and the LSI-R scores (Flores et al., 2006).

Scandinavian countries such as Sweden are based upon a social welfare with a long history of favoring rehabilitation over punishment for juveniles. Juveniles tried and convicted in adult court are dealt with in a separate correctional system, managed by the social services department. In Sweden, the most common action carried out in dealing

with juvenile crime is to send juveniles to community-based programs (Hau & Smedler, 2011). However, there is a major drawback in that there is no effective system in place in Sweden for assessing risk and administering appropriate interventions for juveniles. At a national level in Sweden, there is sparse documentation on the nature and degree of behavioral problems of juveniles and the proposed intervention measures documented are poorly defined (Hau & Smedler, 2011). This is despite a change in the law in 2007, stipulating that rehabilitative measures must be put in place for juveniles in the form of community-based program interventions. There were approximately 150 locally defined measures suggested for program intervention. However, it was found that the measures were poorly defined. All programs used the term 'rehabilitative program' to define the nature of their program (Hau & Smedler, 2011). The limitation of most programs was that the nature of the behavioral issues affecting juveniles was not documented. As a result, it was not possible to prescribe appropriate interventions commensurate with behavioral issues. The only documented details available to assess risk were previous criminal behavior (Hau & Smedler, 2011).

Hau and Smedler (2011) included 221 juvenile offenders in their study. They were previous participants of community-based rehabilitative programs from 121 municipalities in Sweden. They were assigned to these programs by court-referral. Hau and Smedler used a self-reporting methodology in the form of questionnaires to examine the history of anti-social behavior of young convicted juvenile offenders. Of the 221 offenders, 23 were girls. The researchers decided to study the girls separately. No data were provided on the result of the study on girls in Hau and Smedler's 2011 study.

Juveniles who participated in the study were part of a program that provided short interventions (3 to 10 sessions).

The most well-known and widely accepted model for risk assessment was developed by Andrews and Bonta (2010). It is known as the risky-need-responsivity model. In this model a distinction is made between dynamic and static risk factors. Static risk factors include all crimogenic risk factors related to the individual's past (e.g. child abuse, psychopathic profile). Dynamic risk factors include antisocial cognitions, criminal routines, drug addictions, and social skills deficits. Unlike static factors, dynamic ones are modifiable with an appropriate intervention. One of the most well-known programs of offender interventions is the Reasoning and Rehabilitation Program (R&R), developed in Canada by Ross and Fabiano (1985). This program was designed to improve the thinking skills of participants, by training them to be responsive instead of reactive, thus allowing them to be open-minded and capable of planning. Intervention strategies used in this model include modeling, role-playing, rehearsal, and cognitive exercises. The initial program was comprised of 38 two-hour sessions with groups of 6 or 12 participants. This model has been implemented in several countries and has been used with both juveniles and adults.

In a pilot evaluation study conducted in 2012, Andres-Pueyo et al. (2012) used an R & R treatment model with youth offenders serving community orders. Findings were that the program was effective in improving the social skills, self-esteem, and aggressiveness of juveniles. However, the intervention had no effect on empathy, cognitive distortions, and impulsiveness of the juveniles. The R & R model was adapted

by Garrido in Spain in 2005 and was referred to as the Prosocial Thinking Program. The Prosocial Thinking program was adapted for intervention with juvenile offenders. It is described as a manual-based program that included elements of self-control, meta-cognition, interpersonal and emotional skills, critical reasoning, and values training. Measured assessed that demonstrated a significant impact included social skills, $p < .05$; aggressiveness, $p < .01$; and self-esteem, $p < .05$ (Andres-Pueyo et al., 2012).

In their study examining risk assessment among 221 juveniles at a community-based program, Hau and Smedler (2011) found that the history of antisocial behavior among juveniles was variable. However, overall, there was a high frequency of serious offending among participants in the study. The programs included juveniles with different types of anti-social history (4 clusters). They included boys exhibiting adolescent delinquency ($n = 60$), boys with pronounced adolescent delinquency ($n = 65$); boys with pronounced adolescent delinquency; violence and theft ($n = 48$); and boys exhibiting pronounced adolescent delinquency, violence, theft, as well as drug-related offences ($n = 160$). The clusters described above indicate that the boys within this program had a variety of antisocial behaviors. It follows that the intervention measures should vary as a result. However, this was not taken into consideration when deciding if they should be sent to a community-based program or a residential program (Hau & Smedler, 2011). The programs in which juveniles participated appeared to lack clear research-based treatment properties and seemed designed primarily for juveniles with a limited range and degree of antisocial behaviors.

Chronbach's alpha analysis was done on violence and theft (r = 0.81), delinquency (r = 0.75), and drug-related crimes (r = 0.87). In trying to make sense of the results of their study, Hau and Smedler (2011) suggested that there appeared to be a disconnection between research and practice, possibly because of lack of expertise within the local social services department. It thus appeared that the quest to promote an evidenced-based practice model in the form of youth welfare over youth justice was not realized in Sweden in the manner intended (Hau & Smedley, 2011). On a positive note, Hau and Smedler (2011) found that the juvenile offenders who participated in the study took care and attention in the way they completed the questionnaires. There was also a minimal attrition rate. This gives support to suitability of questionnaires as their choice tool for collecting date for this program evaluation (Hau & Smedler, 2011).

In the United States there has been a shift toward community-based programs instead of residential programs. One of the main reasons has been because residential programs are very expensive to run. Though juveniles are responsible for only 20% of the crimes committed (Federal Bureau of Investigation, 2004)), it is very costly to keep juveniles in state custody. Half of the youth in state lockups reside in New York City. This costs the state approximately $270, 000 US per year (Moore, 2011). Another factor responsible for the promotion of community-based programs is the finding that recidivism rates have been reducing significantly among juveniles participating in community-based programs. This has not been the case in residential programs (Andrews & Bonta, 2006; Andrews et al., 1990). Individuals from the Connecticut Court Support Services Division and Department of Children and Families created a joint strategic plan,

promoting community-based supervision over residential placements. As a result, there was a need to evaluate both community-based programs and residential programs.

Lipsey and Wilson (1998) did not find any significant differences between community-based and residential-based juvenile programs. However, Lipsey (1999) did find that juvenile probation and parole effect sizes were larger than those for residential placements. While Flores et al. (2006) did not find any differences between the two intervention approaches, they did report that intervention effectiveness appeared to be tied to adherence to evidenced-based practices. In Connecticut probation officers are trained in evidenced-based models such as motivational interviewing, strength-based case management, and an individualized treatment and monitoring plan is created for each probationer. In the United States, a meta-analysis of 500 correctional programs was conducted by Aos et al. (2009). They found that the community-based programs that were most effective were highly correlated with factors such as treatment type and quality and offender characteristics (Bontrager-Ryon et al., 2013).

In their study, Bontrager et al. (2013) posited that the methodology used in assessing program effectiveness is important, as one must control for selection bias issues. They used propensity score matching to control for selection bias issues in estimating the relative effect of probation and residential placements on recidivism. They determined that failure to use these control measures could result in an invalidation of one's findings. In their research, they used data from multiple sources. They used Case Management Information Systems, Connecticut Computerized Criminal History records, and Connecticut Department of Children and Families Information System. This data set

included demographics on age, race, and gender. Assessment results indicated that residential placements have higher rates of actual and predicted recidivism. Risk and or need, and offense history was taken into consideration in this assessment. The recommendation from the analyses was that moderate and high-level risk delinquents should be placed in programs with the least restrictive level of supervision and control. The determination is that public safety will be better guaranteed in community-based programs with appropriate rehabilitative services (Bontrager et al., 2013).

In this section research data was presented in juvenile justice reform, readiness for change as a possible necessary ingredient for change, mental health problems among juveniles in many countries, the examination of risk as an important consideration in the development of well-tailored intervention programs, and the proposed superiority of community-based intervention programs over residential or custodial programs. There is a dearth of research examining the experiences of graduates of community-based intervention programs (Butcher et al., 2015). The purpose of the proposed research is to interview graduates of one such program. The following section will examine studies related to the four research questions that were examined in this study. They include studies related to self-awareness, self-management, social-awareness, and social-management.

Studies Related to Research Questions

Self-Awareness

The self-concept is a term used to refer to how one thinks about, evaluates, or perceives him or herself. When one is aware of themself, they have a self-concept

(Ambikar & Mathur, 2017). An individual who has developed a self-concept has a self-knowledge about their own beliefs, personality traits, physical characteristics, abilities, values, goals, roles, and their individuality (Ambikar & Mathur, 2017). As one grows from childhood into adolescence, the self-concept becomes more abstract and complex, and becomes organized into self-schemas. Ambikar and Mathur (2017) conducted a study to examine the relationship between aggression and the self-concept among juvenile delinquents and normal adolescents. They included two hypotheses in their study. The first was that there will be a significant difference between juvenile delinquents and normal adolescents in terms of their self-concept. The second hypothesis was that the level of aggression between juvenile adolescents and normal adolescents will be significantly different.

Ambikar and Mathur (2017) assessed 25 juvenile delinquent adolescents and 25 normal adolescents, with an age range of 14 to 18 years. They were selected by purposive sampling. Delinquent juveniles were from the juvenile Reform Home in Jodhpur India. Consent was received from the Rajasthan government, the Reform Home Authorities, and from the juveniles. An unstructured interview was used to collect personal data about the juveniles, and a Self-Concept Inventory and an Aggression Questionnaire was administered to the juveniles. The one-degree-of-freedom contrast between aggression and self-concept was not statistically significant respectively, t (.3222, 0.5388), $p < .05 = 2.014$, $p < .01 = 2.690$). The general findings from this study were that delinquent juvenile adolescents, and normal juvenile adolescents did not differ in terms of their self-concept or in terms of the level of aggression that they manifested.

Decoster and Lutz (2018) stated that criminology theory and research has proposed a relationship between self-identities and illegal behaviors. They indicated that on reentry ex-offenders must seek to exchange their criminal identities with conventional identities that will prevent them from reoffending. They explored the impact of informal labels and law-violating identities on creating delinquency among youth. Decoster and Lutz (2018) sought to determine whether Matsueda's 1992 Reflected Appraisal Model could determine the exact stage at which adolescents who were previously non-delinquent then began to commit crimes. The reflected Appraisal Model posits that juveniles often assume the informal delinquency labeling ascribed to them by significant others, and that this shapes their self-identities, often resulting in them beginning to commit crimes thereafter. As part of this new self-identity juveniles engage in a type of reflected appraisal and view themselves from the perspective of others (Decoster & Lutz, 2018).

Krohn and Lopes (2015) indicated that interactionists have, however, posited that informal self-appraisals do not influence all groups in the same ways, in that individuals appear to vary in terms of how they actively negotiate, resist, or incorporate delinquent labels within their self-identities. Females were less likely than males to incorporate delinquent appraisals into their self-identity because males commit more crimes and delinquency is not typically consistent with a feminine identity (De Coster, 2003, as cited in De Coster & Lutz, 2018).

De Coster and Lutz (2018) used the National Youth Survey (NYS) to access data to determine the gap in research concerning whether the processes of appraisal operate

differently for juveniles who were falsely appraised versus those who received their self-identities via committing of crimes. The National Youth Survey (NYS) is a national probability sample of youth data from 1976, comprising 11 to 17-year olds in the United States. Seventy three percent (1,725) of youths from this sample agreed to participate in this study by way of interviews. The first interviews were done in 1977 in the homes of the young persons. Interviews were conducted annually, and parents were interviewed in the first phase of the study. One parent of each youth was interviewed. Four levels of appraisal were assessed by parent interviews. Appraisal one determined how likely the child was to succeed in life. Appraisal number two was a sociable appraisal in which a parent was asked how well a child was liked and how well they got along with others. The third appraisal was a distress appraisal, in which a parent was asked how often a child got upset, or whether the child had a problem. The fourth appraisal was a rule-break appraisal, the goal of which was to determine whether a child was a troublemaker or typically broke rules.

The general finding of Decoster and Lutz' 2018 National Youth Survey was that the rule-violating appraisal from significant others contributed to the committing of future crimes in both adolescents who had not committed crimes and those who had previously engaged in crime activity. They, however found that Black adolescents appeared to be protected from the development of negative self -identities (Decoster & Lutz, 2018).

In this section, self-management was defined, and a qualitative research study conducted by Ambikar and Mathur (2017), demonstrated the relationship between

aggression and the self-concept. While a strong correlation was not found between aggression and self-management, Decoster and Lutz (2018) suggested that there is a relationship between self-identities and delinquent behavior, and described four levels of appraisals that a juvenile would engage in. The most impactful appraisal was found to be the rule-violating appraisals from significant others. In the next section, the results of studies conducted on the correlation between self-management and delinquency will be described.

Self-Management

Self-management has been described as the process by which an individual strives to achieve personal autonomy (Edelson, 2004). Edelson described the goal of self-management as being a redirection of supervision and control from teachers, parents, and other significant persons to that of an individual who must live and work independently. Atyah (2004) described self-management as a form of motivational intervention, in which the person who need to change becomes a key figure in the design and implementation of the modification program. Finally, Cole et al. (1994), as cited in Cho and Lee (2020), described self-management as a counseling technique in which delinquents actively engage in designing, recording, and evaluating, and reinforcing and carrying out a plan of action that will help an individual stop deviant behavior.

Hassan and Aderanti (2012) conducted a study to examine the effectiveness of self-management as a technique, compared to token reinforcement, in controlling disorderliness (delinquency). In their research, 72 participants (36 females and 36 males), ages 9 to 18 from Remand Homes in Lagos Nigeria who were exhibiting delinquent

behavior, were selected for study. Findings were that self-management was found to be superior ($p < .05$) to that of token reinforcement in eradicating disorderly behavior. Hassan and Aderanti indicated that the latter findings might have been attributable to juvenile inmates monitoring and evaluating their successes and because they were additionally rewarded for desirable behavior. Self-management was found to be more effective with females (females, M = 26.576; males, M = 24.853). Self-management also worked more effectively on participants from medium economic backgrounds (low economic background, M = 25.93; medium economic background, M = 27.102; high economic background, M = 24.097). Delinquency has also been correlated with factors such as strain and self-control (Cho & Lee, 2020).

Cho and Lee (2020) examined the relationship between self-control and strain among 2351 Korean adolescents. Delinquency and bullying are very much a part of the experience of South Korean youth. Of 76,000 juvenile delinquents, 25% committed violent crimes, 43% engaged in property crime, 4.4% committed serious crimes such as murder and rape, and 25.6 % were involved in traffic-related crimes (Cho & Lee, 2018). Of 1793 middle school students, 22.5% were bullied. Cho and Lee (2020) collected their data from surveys completed by youth between the years 2010 and 2017. Of the participants, 49.3% were male, and 50.7% were female; and they were between the ages 13 to 19. Their data were obtained from the Korean Children and Youth Parental Survey, and the National Youth Policy Institute.

Cho and Lee (2020) based their study upon Gottfredson and Hirschi's (1990) General Crime Theory, and Agnew's (1992) General Strain Theory. Many empirical

studies have found support (Cho & Lee, 2018, Chui & Chan, 2016) for the proposal that individuals with low self-control as well as persons experiencing strain (Bao, 2017 & Cho et al., 2019) are more likely to engage in delinquent behavior. Of four hypotheses, Cho and Lee (2020) found strong support for hypothesis one ($p<0.0001$) that examined the impact of delinquent peers upon later delinquent behavior among youth. This hypothesis was that there would be more than one group, each having a unique pattern of developmental trajectories of delinquent peer association. Cho and Lee therefore found support for the General Crime Theory that proposes that individuals with low self-control have a heightened risk of engaging in delinquent behavior, especially if they associated with delinquent peers at early age.

In concluding, Cho and Lee (2020) recommended highly the deterring of juveniles from interacting with delinquent peers at early age, especially when the juvenile appear to be "impulsive, self-centered, short-sighted, physically-inclined, take risks, tempered, and belligerent" (p. 8). They proposed that the latter must be taken into consideration when designing intervention programs.

In this section, three comparative definitions of self-management were described. Hassan and Aderanti (2012). In a study conducted by Hassan and Aderanti self-management was found to be a superior technique over token economy in reducing delinquent behavior. Cho and Lee (2020) examined the relationship between strain and self-control. They found support for Agnew's General Strain Theory that persons with a low self-control are at an increased risk of engaging in delinquent behavior. In the next

section, studies on the relationship between social awareness and delinquency will be described.

Social-Awareness

According to Sorensen and Dodge (2016), because the United States has very high incarceration rates for juveniles (African American, 12799; Caucasian, 10,429; Hispanic, 6631; American Indian, 594), it is necessary that there are intervention programs that target youths at a very early age to ensure to instill skills such as self-control, emotion-awareness, problem solving, and prosocial behavior. Sorensen and Dodge conducted a study to examine the impact of the Fast Track Intervention on children that were described as exhibiting behavioral problems. The Fast Track Intervention was developed in the early 1990s with the intention of improving competencies in high-risk children over a period. The intended purpose of the intervention was to prevent delinquency and crime in adolescents and young adults. The proposed competencies were parental cognitive skills, intrapersonal self-regulatory skills, and interpersonal social skills. Specific interventions included running training groups for the social-cognitive domain, and peer-pairing and coaching for the interpersonal domain.

Fifty-five schools were selected and matched for site, size, ethnic composition, and poverty (Sorensen & Dodge, 2016). Participants were randomly assigned to a treatment or control condition. Three successive cohorts of children were elected from the years 1991, 1992, and 1993. There was a total of 891 high-risk Kindergartners; with 445 in the intervention group, and 446 in the control group (Sickmund et al., 2017). Of the 891 participants, 51% were African American, and 69% were male. The sample was

created by a process of multi-stage screening in four communities; namely Durham, North Carolina; Nashville, Tennessee; rural Pennsylvania; and Seattle, Washington (Sorensen & Dodge, 2016).

The most intense phase of the Sorensen and Dodge's (2016) study was that involving elementary school children. This phase included a teacher-led curriculum with the purpose of creating emotional concepts, and social-understanding and self-control. There were also parent training groups designed to enable positive parent management skills and improve the relationship between the school and the family. As part of this research, they also included home visits to assist parents in improving their problem solving and life-management skills. Other forms of training were social-skill training groups for children, tutoring children with reading and peer-peering to foster friendships in the classroom.

Sorensen and Dodge (2016) found that there were improvements in intra-personal and inter-personal skills, and this significantly reduced the incidence of crime and delinquency by age 25. It was reported that the training to improve parent behavior and social-emotional skills resulted in improved emotional regulation and reduced outbursts in adolescents. The friendship groups and peer training programs resulted in positive interpersonal peer relationships, with an overall reduction in delinquency and crime among adolescents. The importance of reducing crime and delinquency was also highlighted by Menon and Cheug (2018), in their research.

According to Menon and Cheug (2018), there has been a high rate of recidivism (50% to 80%) of juveniles entering the juvenile justice system. This has resulted in a high

operational cost for juvenile incarceration ($250 per day) versus that of diversion programs ($7 to $73). By the time youths reach age 18 their rates of recidivism are 60% (Snyder & Sigmund, 2006). Youths who have intervention at an early stage in their lives are less likely to have negative life events and are also less likely to recidivate (Mc Master, 2015). For youths who have been involved in crime it is very important for them to get to a stage of being crime free (desistance), and to successfully reintegrate into society (Panuccio et al., 2012). Reintegration is described as a process whereby juveniles move progressively and effectively from a position of 'deficit' where they are consistently offending to a position of strength or desistance. At this stage they will be in good standing with their peers, family, community, and the justice system (Mathur & Griller-Clark, 2014).

Beginning in 1989, The Search Institute carried out extensive research among two million young persons from 3000 communities within the United States (Scales & Leffert, 2004). In this research the Developmental Assets Model was used to outline factors necessary for healthy youth development. The five factors include the family, the neighborhood, school, youth and religious institutions, and other community-related systems (Benson, 1997).

Each factor was separated into internal and external components referred to as 'assets', hence the 40 factors. Youths with more than 30 assets are described as 'asset rich', while those with less than 10 assets are referred to as being high-risk. Internal assets include commitment to learning, positive values, social competencies, and positive

identity. External assets include support, empowerment, boundaries and expectations, and constructive use of time (Scales & Leffert, 2004).

Menon and Cheung (2018) reviewed 12 empirical studies conducted within the previous 10 years to try to find support for the proposal of the 40-asset model, that adequate juvenile assets will allow for the successful reentry of juvenile offenders into society. The study was designed to use 'benchmarking' as evidence for support for the 40-asset categories. The findings were that support was evident for successful juvenile reentry based upon 12 groups of 'desistance focused' service components. They include professional mentorship, pre-release preparation activities, relationship with correctional staff, risk-and-need responsivity, service use dosage, community-based and court-supported supervision. Other positive factors are external positive support, behavioral health screenings and intervention, restorative justice intervention, gender-specific programming, multisystemic therapy, and cultural socialization factors.

In conclusion, Menon and Cheung (2018) indicated that despite the above findings, they are aware that each juvenile is an individual with unique risks and need. They, however, argued that the correctional system and organizers of community-based programs must be cognizant of ways to increase protective factors for youth, while reducing factors that promote risks. They recommended the need for future research to improve the current resources available to promote successful desistance from crime and positive reintegration.

In this section, Sorenson and Dodge's (2016) study of a longitudinal Fast Track Intervention program with children is described. The purpose of this intervention was to

develop competencies in children, such as interpersonal self-regulation skills and interpersonal social skills. Research by Menon and Cheung (2018) was also cited. They reviewed 12 empirical studies that assesses the impact of a 40-asset model. This model outlined five main factors important in preventing delinquent juveniles from recidivating, and successfully reintegrating into society. In the next section, studies that outlined the process by which juveniles successfully stop engaging in criminal activity, will be described.

Social-Management

Many researchers have argued that desistance is important in reducing or preventing recidivism among juveniles (Menon & Cheung, 2018; Mc Masters, 2015; Snyder & Sigmund, 2006). Some researchers posited that desistance is a developmental process that peaks around age 18 and reduces consistently after this age (Gottfredson & Hirschi, 1990). Desistance has been described as a non-linear path to a new identity in which a young offender becomes weary of engaging in in delinquent behavior, and increasingly abstains from it; instead, becoming more prosocial in their attitudes and behaviors (Farrall, 2002; King, 2013). Contemporary theoretical perspectives describe desistance as having a possible early agentic component, in which the offender experiences criminal justice fatigue; or a relational component, in which one may start a romantic relationship. Desistance may also include structural factors such as life events that could push a young offender toward the development of a new identity featuring the cessation of involvement in criminal activity (Healy, 2012).

Villeneuve et al. (2017) conducted a review of 26 quantitative and qualitative studies to examine the process by which juvenile offenders move away from crime, for the purpose of guiding future research and policy development. The 26 sources include reviews from 15 different studies; half of which were conducted in the United States, one third in Europe, and the final three in Israel, Australia, and Canada. Major studies included in this research were the Ohio Life Study, the Scottish Desistance Study, and the Pittsburg Youth Study. In their study, Villeneuve et al. (2017) "sought to examine possible individual, relational, and structural factors that may either prevent or encourage crime in adolescents involved in delinquency" (p. 475).

Villeneuve et al. (2017) found that individual factors correlated with moving toward desistance include a later onset in delinquent activity, not having an anti-social mother, not using illegal substances, being an extravert, having a desire to change, possessing future goals, and being prepared to let go of all ties to delinquency (Barry, 2013, 2016; Loeber & Farrington, 2012; Morizot & Blanc, 2007; Zdun & Scholl, 2013). Relational factors associated with juveniles ceasing engagement in criminal activity include juveniles with parents who were consistent disciplinarians and offered strong support (Panuccio et al., 2012). Being involved in a romantic relationship or becoming a teenage mother were also correlated with a reduction in delinquent activities (Barry, 2010; Sharpe, 2015). Mentorship from individuals in the juvenile justice system (e.g., a case worker who listened or was not judgmental) also enabled desistance (Barry, 2013). Being employed in a stable job was the only structural factor found to be positively correlated with juvenile desistance. The suggestion is that being in a stable job gives a

young adult hope for the future and a desire to change their offender identity. This was most impactful when a juvenile worked with a co-worker who exhibited prosocial attitudes (Gunnison & Mazerolle, 2007).

Villeneuve et al. (2017) concluded that their research review highlighted some limitations. These limitations include a non-consensus on the definition of desistance, some studies focusing on primary desistance (period of abstinence), and other focusing on secondary desistance (change in attitudes toward delinquency). Villeneuve et al. also indicated that among early desistance studies the period for abstinence varied significantly and could extend upward to a period of ten years. They further argued that there is still no consensus on 'how adolescent offenders' transition from abstention to sustainable life changes' (p. 484). They also posited that there is a dearth of research on agentic considerations that adolescents must make to recognize, create, and embrace opportunities to desist from criminal activities.

In this section, research conducted by Villeneuve et al. (2017) was described. They described 26 qualitative and quantitative studies that were conducted in several countries including Canada, Europe, Israel, and Australia on desistance: the process by which juveniles successfully move away from delinquent activity. Individual factors found to be correlated with desistance included a later onset in delinquent activity, not having an antisocial mother, not using illegal substances, being an extravert, having a desire to change, possessing future goals, and being prepared to let go of all ties to delinquency. In the following section, a summary of the main subsections of chapter 2 is outlined, and a summary of the main purpose of this research is described.

Summary and Conclusion

The information highlighted in this chapter outlined the initial rise in juvenile crime in the 1980s in the United States and around the world. The change in juvenile policy to accommodate for this was described, along with the resulting ill effects upon juveniles who were incarcerated in adult prisons. Because of the severe effects of imprisonment in adult prisons, juvenile justice policies around the world changed in the 1990s and recommendations were made and put in place for alternatives to adult incarceration. These included the emergence of residential facilities. In this chapter, I described residential facilities as a failed attempt and highlighted the research evidence pointing to community-based programs as a superior option. Outlined in this chapter was the fact that in many cases programs were implemented but either not evaluated or ineffectively evaluated. None of the programs highlighted in this paper included an assessment of the degree of knowledge and skills attained or the application of these skills in graduates of a program. This research addressed this gap by interviewing graduates of one such program. Graduates of the Alternatives Program were invited to participate in a study where they were interviewed to assess the knowledge and skills they attained while they were participants in this program, and secondly to enquire whether they were able to apply this knowledge and skill to develop their personal lives and that of their families and community.

The Alternatives Program is a community-based program that runs for 10 weeks and offers legal advocacy to juveniles and their families. It also provides individual counseling at the beginning, middle, and end of the program. Participants explore issues

of personal and social development, crime, consequences, and the law. The impact of this program on its' graduates has never been determined by way of interviewing them. The purpose of this proposed study is to assess how graduates are utilizing skills and knowledge attained in the program. In the following section, a summary is given of the major themes discussed from literature reviewed on the ill effects of juvenile incarceration and the alternative sentencing options that have been found to be both effective and non-effective. The final section discussing the purpose of the study, is that of evaluating a community-based alternative sentencing option to incarceration of juveniles in adult prison.

The major themes from the literature are that many juveniles are being prosecuted in adult court yearly (250,000 in the United States), and of that number many are sent to adult prison. The research has shown that there are tremendous ill effects from incarcerating juveniles in adult prison both in the United States and other countries around the world, and that rehabilitation is recommended over punitive incarceration.

Juveniles have been sent to juvenile detention centers, and this has had beneficial effects compared to incarceration in adult prisons. However, some contemporary research shows that many juvenile detention centers are ill-equipped to provide adequate rehabilitation. Community-based programs have been recommended as a preferred choice. The research on the impact of such programs on specific skills and knowledge attainment and application is, however, limited. In the next chapter, the methodology of this study would be described.

Chapter 3: Methodology

Introduction

The purpose of this qualitative study is to examine how male graduates of a community-based alternative apply the skills and knowledge learned in that program. Graduates of the Alternatives Program on the island of Grenada were invited to participate in the study. The sections of this chapter would include the research design and rationale, role of the researcher, methodology (including participant recruitment, interview development, data collection, and data analysis), issues of trustworthiness (ethical procedures) and a summary.

Research Design and Rationale

The interview questions (scenarios) for this research were created from the research questions. The table below outlines how the interview questions match up with the research questions:

Table 1

Research Questions and Interview Questions

Research Questions	Interview Questions
How are graduates demonstrating that they are self-aware by the views they are expressing?	How has the Alternatives Program made a difference in your life? Think about an individual you like. You would like to have sex with this individual, but the person pushes you away. How would you deal with this?
How do graduates manage conflict in their interactions with others	You planned to meet up with a friend you had not seen in 10 years, but your mom says you must do an errand for her instead. Your friend will be leaving the

	country in a few hours. How do you handle this?
How do graduates use their understanding of power dynamics to respond to social situations?	You and your friends see a pretty girl walking by. Your friends try to get her attention by calling her names. Some of the names are not nice. How do you get your friends to stop the name calling?
How are graduates demonstrating that they are responsible and sociable?	You and your friends go to a party where people are drinking and having a good time. You realize that you had enough to drink, but your friends continue drinking and dare you to have one more Carib beer. What would you do?

Research Questions

RQ1 – How are graduates demonstrating that they are self-aware by the views they are expressing?

RQ 2 – How do graduates manage conflict in their interactions with others?

RQ3 – How do graduates use their understanding of power dynamics to respond in social situations?

RQ4 – How are graduates demonstrating that they are responsible and accountable?

This study is a qualitative inquiry to learn from graduates of the Alternatives Program how they use their knowledge learned in the program when faced with hypothetical situations. This method of inquiry was selected so the experiences presented to each participant would be the same. Although hypothetical situations can only mimic an actual situation or experience, the interview questions were field-tested, and individuals were able to answer each question. The situations are linked to the expected outcomes of the program in each of the major areas. They are presented as short

scenarios. A qualitative research methodology is suited to this research because the focus is on understanding from participants how they would use what they learned in the program when given situations where what they had learned could be applied. Thus, the inquiry was both retrospective and prospective. The qualitative inquiry method was selected over other qualitative designs to determine if graduates could apply their learning in different situations. I would focus on the application of learning. Grounded theory was not selected because I will not be conducting field observations and interviews in real world settings (Patton, 2015, p. 18). A case study was not chosen because case studies involving the collection of detail on a unit; either a person organization, event or campaign (Patton, 2015, p. 259). This research involved interviews with five individuals. I did not choose a phenomenological inquiry method because it involves obtaining descriptions of an event or situation, exactly as it occurred from participants (Patton, 2015, p. 433). In this study, participants gave responses to scenarios. Finally, I did not select the Narrative Inquiry method because in this approach the stories (e.g. personal, family) are collected to understand the life and culture that created these stories (Patton, 2015, p. 128). In my research, participants were not interviewed about personal stories.

Role of the Researcher

My role as the researcher included all aspects of the study from its conception and design, through its implementation and reporting of findings. I conducted the literature review (in chapter 2) and used the information to design this study. I designed the recruitment materials and created the interview protocol, using the manual of the

Alternatives Program as a guideline. The four research questions were created from the main objectives of the Alternatives program, as outlined in the program manual. The 12 sessions outlined in the operation manual of the of the Alternatives Program were used as a guideline to create the interview protocol that was created.

My role in this research included inviting males who graduated from the Alternatives Program within the previous 12 months to participate. Interviews were conducted by me, recorded, and later transcribed and analyzed. In the following section the methodology of the research will be described. This will include participant selection logic and criteria, sample size and recruitment, instrumentation, and data analysis plan.

Methodology

In this section the methodology of this research is described across four subsections. They include participant selection logic and criteria, sample size and recruitment, instrumentation, and data analysis plan.

Participation Selection Logic

Participants in this study were graduates of the Alternatives Program on the island of Grenada. Participants met the following criteria to participate in the study, (a)Must be male, (b) Must be 18 years or older, (c) Must have graduated from the Alternatives Program, (d) Must have graduated within the last 24 months.

Qualitative inquiry involves the in-depth focus in relatively small samples, even single cases selected for a specific purpose (Patton, 2015). According to Guest et al. (2006), a sample of 12 individuals who meet the inclusion criteria is adequate to obtain data and thematic saturation. Twelve males who graduated from the Alternatives

Program, for the 2019 cohort were initially selected for this proposed study. Only, 5 males were, however, suitable for inclusion in this study, based upon the criteria of inclusion for this study.

To recruit participants for this study, males who graduated from the Alternatives Program within the previous 24 months, were contacted by phone, using a list that was provided by Legal Aid & Counseling clinic. The contact information that was provided by Legal Aid & Counseling Clinic was phone numbers of parents and guardians. This was because when the young men entered the program they were under the guidance of a parent or guardian. They were told that their son or guard was being contacted because I was inviting them to participate in a study because of their previous participation in the Alternatives Program. Each young man returned my call within 24 hours.

When the young men returned my call, I shared information about the study with each of them inclusive of the details on the consent form. I also discussed with them the best way to contact them to send information about the consent process. I emailed or texted the consent forms via WhatsApp (see Appendix A) to the individuals and gave them one week to consider whether they wished to be a part of the study. The consent form for one young man was emailed to his parent's phone. Within one week, I contacted each individual to determine whether they would consent to being in the study. All five males who were initially contacted, agreed to participate on follow up. At that point I made appointments with each person to conduct the interview. Because of COVID-19, interviews were conducted by phone and not in person. At the beginning of each interview each prospective participant was asked a series of three qualifying questions:

their age, the year they graduated from the Alternatives Program and whether they have recidivated since graduating from the program (see script in Appendix D). Walden University IRB was informed of the change in the recruitment process, whereby parents were telephoned because of the unavailability of numbers for graduates of the of the program.

Prior to beginning the interview, I reviewed the information on the consent form with each participant and asked if there were any questions. All participants were told that they would receive a token of appreciation in the form of a $30 EC gift card made out to a local stationery store.

Table 2 includes the research questions for this study. These four research questions were used to develop the five interview questions (interview question 1 and four scenarios). The research questions were developed from the objectives of the program manual of the Alternatives Program and are thus adequate to inform the research protocol.

Instrumentation

Table 2

Development of Interview Protocol

Research Question	Interview Question	Scenarios
RQ. 1 How are graduates demonstrating that they are self-aware by the views they are expressing?	How has being in the Alternatives program made a difference in your life?	Think about an individual you like. You would like to have sex with this individual, but the person pushes you away. How would you deal with this?
RQ. 2 How do graduates manage conflict in their interactions with others?		You planned to meet up with a friend you had not seen in 10 years, but your mom says you must do an errand for her instead. Your friend will be leaving the country in a few hours. How do you handle this?
RQ. 3 How do graduates use their understanding of power dynamics to respond in social situations?		You and your friends see a pretty girl walking by. Your friends try to get her attention by calling her names. Some of the names are not nice. How do you get your friends to stop the name calling?
RQ. 3 How do graduates use their understanding of power dynamics to		You and your friends go to a party where people are drinking and having a good time. You realize that you had enough to drink but your friends continue drinking and dare you to have one more Carib beer. What would you do?

Interview questions were field tested on two male participants. Each interview question for both participants were transcribed and scored using the rubric (see Appendix H). In reviewing the responses given it was deemed necessary that question 3 should be tweaked to provide for a more comprehensive response from the participants. This was done and submitted to the research committee for review. In the next section on data analysis, five steps are described, as part of the entire process.

Data Analysis Plan

Analysis of Data for RQ 1, RQ 2, RQ 3, & RQ 4

The data analysis was done at three levels: sentences, categories, and themes. Questions were created from the 4 research questions. The format for the data analysis was as follows.

1. For each interview question, all responses of each participant were outlined in a table.
2. For each response, key learning statements were identified.
3. Key learning responses were then grouped by way of title, and evidence
4. For each interview question, key learning sentences were then grouped to create themes.
5. For each theme created thematic statements were outlined in a narrative form using direct quotes from participants for emphasis

Table 3 below illustrates an example of how the data analysis proceeded for the interview for the five questions.

Table 3

Interview Analysis for Interview Questions: An example

Interview Questions	Sentence	Theme	Thematic Analysis
Question 1	"It showed me my capability in what I could do."	Self-awareness	Graduates demonstrated by their responses that they acquired skills in conflict resolution.
Question 2	"I will calm myself and put myself down in a humble state of manner."	Self-control	Many of the participants demonstrated that they learned skills in self-control.
Question 3	"So, I will run the errands for her instead of going."	Self-Management	Participants demonstrated varying levels of assertiveness.
Question 4	"If you want to get a female's attention, go and talk to her nicely".	Social-Awareness	Participants demonstrated awareness of how females should be treated in social situations.
Question 5	"Well, I know my capabilities, so I will be like, I can't do it."	Social-Management	Responses indicated that participants were aware that excessive social drinking was bad.

A rubric was also created to score participants' responses to the four scenario questions (see Appendix F). This rubric analyzed the graduates' level of self-awareness, self-management, social-awareness, and social-management.

Issues of Trustworthiness

Credibility

This refers to having confidence in the findings of one's study. Credibility in this research was established by the peer debriefing of colleagues at my place of employment.

Dependability

This refers to the extent to which the findings of a study are consistent and can be repeated. Dependability in this research was established by the conducting of an inquiry audit by my dissertation chair and second committee member of my research committee.

Confirmability

This refers to the extent to which the findings of a study are determined by the participants of a study, and not by researcher bias, motivation, or interest. Confirmability in this research was established by the detailing of an audit trail, which outlined the steps that were taken during the process of conducting this research.

Ethical Procedures

As part of ensuring that all ethical concerns for recruitment were considered, contact was established with Walden IRB in November 2020 for clarification on the proper recruitment process. It was determined that the organization Legal Aid & Counseling Clinic would not be able to make calls to graduates on my behalf, but that they could email me the contact information for the graduates once a Letter of Cooperation (see Appendix E) is signed by the director of Legal Aid & Counseling Clinic and submitted to IRB.

Graduates were contacted and invited to participate in the study. The criteria for participation were discussed with them, and they were informed that the interview would take place in one sitting. Participants were informed that their data would be saved in a secure place for approximately five years, and that the data would be used to understand how they have applied the knowledge and skill gained in the Alternatives Program. Graduates were also informed that their data would be destroyed at the end of the five-year period. Finally, participants were informed that my research committee will be the only other individuals with whom their information will be shared. To protect the identity of participants, they were identified by participant number (see Table 4).

Summary

In this chapter, the purpose of this proposed research was reintroduced. The four research questions and study design and rationale were described. The choice of qualitative enquiry as the research methodology was explained in this methodology section. Finally, the recruitment process, and data analysis plan and ethical considerations were outlined. In following chapter, the results, data collection process, and data analysis will be described.

Chapter 4: Results

Introduction

The purpose of this qualitative inquiry was to examine how male graduates of a community-based alternative-to-incarceration program applied the skills and knowledge learned in that program to their everyday lives. Five graduates of the Alternatives Program on the island of Grenada participated in an interview. Each interview was conducted in one sitting. While participants were not given all the questions in advance of the interview, a sample of two of the interview questions was provided in the consent form (see Appendix A).

The research questions (RQs) guiding the study were:

RQ 1: How are graduates demonstrating that they are self-aware by the views they express?

RQ 2: How do graduates manage conflict in their interaction with others?

RQ 3: How do graduates use their understanding of power dynamics to respond to social situations?

RQ 4: How are graduates demonstrating that they are responsible and accountable?

This chapter reports the findings of the study. The sections of this chapter include the introduction, the setting, demographics, data collection, data analysis, and evidence of trustworthiness. The chapter concludes with a summary.

Research Setting

Five male graduates of the Alternatives Program were interviewed for this study. Because of the Covid-19 global pandemic, face to face interviews were not permitted, so all interviews were conducted via cell phone. Interviews were tape recorded as agreed upon by IRB and stipulated in the adult consent form (see Appendix A). There were no major extenuating circumstances, except one instance of a break in phone transmission, resulting in a redialing of the participant's phone number to continue the interview.

Participant Demographics

Study participants were comprised of five Afro-Caribbean males from the island of Grenada, in the Eastern Caribbean. These young males were previously in conflict with the law and had been court-mandated to participate in the Alternatives Program as an option to incarceration in adult prison. Two males were aged 19, and three were age 18. Four males lived at home with a parent or guardian, while one male resided at a home for boys. All participants currently reside on the island of Grenada.

The criteria for participation in this study were that participants should be male, 18 years and older, a graduate from the 2019 cohort of the Alternatives Program, and they should not have recidivated since graduating from the program.

Table 4 below includes the demographics of the five male participants in this study. The real names of participants were not included, but they were identified by participant number.

Table 4

Participant Demographics

Participant Name	Gender	Age
Participant 1 (P1)	Male	19
Participant 2 (P2)	Male	19
Participant 3 (P3)	Male	18
Participant 4 (P4)	Male	18
Participant 5 (P5)	Male	18

Data Collection

Five male participants were recruited via a list of names and contact information for graduates of the 2019 cohort of the Alternatives Program. Individuals deemed eligible based upon the given age were contacted via cell phone to determine their interest in participation. After a brief discussion of the study, a consent form (see Appendix A) was emailed or sent via WhatsApp to each prospective participant. Participants were asked to read the consent form and, if interested in participating, to reply either by email or WhatsApp with the words, "I consent to participation in a study with an interview." Participants were also informed that they would receive a call from me within one week to confirm participation and make an appointment for the interview. Each interview was conducted by cellphone, within at least 24 to 48 hours following the follow up call. At the beginning of each interview the following script was read to each participant:

> Thank you for agreeing to participate in my study. I have three questions to ask you to ensure that you are suitable to participate in this study. They are as follows: (1) How old are you? (2) What year did you graduate from the Alternatives

Program? (3) Have you committed any crimes since graduating from the Alternatives Program?

The instrument used for data collection was self-made by this researcher and comprised five questions (see Appendix F). Each participant in this study was asked five questions. The first question asked individuals to state how the Alternatives Program made a difference in their lives, while questions 2 to 5 were scenario-based questions related to the four Alternatives program goals of self-awareness, self-management, social-awareness, and social management (see Appendix F). Interviews were conducted by cell phone. Each graduate participated in one interview, conducted in one sitting. The duration of interviews ranged from 20-30 minutes. Interviews were recorded using the Phillips Voice Tracer audio recorder. Each interview conversation was saved in a separate folder on the Phillips Voice Tracer recorder.

Data Analysis

After each interview, recordings were transcribed verbatim. Participant responses were listened to carefully by pausing the recorder after each thought. Each recording was listened to at least twice. Each interview was transcribed to include laughs, pauses, hesitations, emphasis, morphemes, phonemes, and dialect. All written responses were then transferred to a table with the headings; question #, all responses, key learning, and group key learning. The key learning from each question response (all responses) was inserted under the heading key learning. Sentences that shared similarities were then grouped into a category named themes and thematic statements (see Table 5). A second table was then created with three broad headings; questions sentences, themes, and

thematic statements (see Table 6). The scenario questions (questions 2 to 5) are directly related to four of the program goals of the Alternatives program. Participant responses to scenarios were scored using the rubric in Appendix F. A rubric in Appendix F was created to measure participants' achievements on four of the goals of the Alternatives Program. These scores measured participants' level of self-awareness, self-management, social-awareness, and social-management.

Table 5 below outlines the progression in how the data in this research were analyzed according to the data analysis plan outlined in chapter three to address the research questions. The following is a sample of the breakdown of the response of participant 1 to scenario question 1.

Table 5

Key Learning Responses

Question # 2	**All Responses**	**Key Learning**	**Group Key Learning**
Think about someone you like. You would like to have sex with this individual, but the person pushes you away. How would you deal with this?	Based on how I would handle, I would just not do anything. If they say no, no is no. But I wouldn't really do that because you know it have age restriction, so you know, certain age to be doing that so I wouldn't really do nothing. I would be patient and wait. I	So, I wouldn't really do nothing. I would just say, "well ok, no problem." I would be patient and wait.	Title: Being rebuffed after asking an individual to have sex. Evidence: "I wouldn't really do nothing…I would be patient and wait."

	could basically wait.

Table 6 below illustrates the thematic analysis for scenario question 1. The sentences are responses from all five participants in this study.

Table 6

Thematic Analysis of scenario question 1.

Question # 2	**Sentences**	**Themes and Thematic Analysis**
Think about someone you like. You would like to have sex with this individual, but the person pushes you away. How would you deal with this?	"So, I would not really do nothing. I would just say, well ok, no problem. I would be patient and wait" (P1) "I would understand. If the person say they don't want to have, you know sexual intercourse. I would understand that. Yeah, I wouldn't really force her or anything like that" (P2) "Well you can't do nothing about it. You just have to walk away. Leave them alone" (P3) Miss ah go let that pass" (P4) "I will calm myself and put myself down in a humble state of manner, and let it cool off" (P5)	Many of the participants demonstrated that they had learned skills in self-control when they were asked what they would do in a situation where they wished to have sex with a young lady who rebuffs them. Participant 2 said "I would be patient and wait". He also said "I would understand. I wouldn't force her or anything like that". Participant 3 indicated that he would leave the young lady alone, while Participant 4 said he would let it pass. Finally, participant 5 reported that he would move away and calm himself down and try to talk the young lady a bit later on that day or another day. He, however, said he would support her in whatever decision she made.

In the following section, evidence of trustworthiness of qualitative research introduced in chapter 3 will be examined.

Evidence of Trustworthiness

Credibility

Peer debriefing was used in this research. My proposed research topic, history, and methodology were presented to my colleagues at research day and at the department of graduate studies lunchtime presentations in my place of employment in 2019 and 2020. Colleagues asked pertinent questions and provided valuable feedback that allowed me to tweak certain aspects of my study. Maintaining close contact with the organization where the Alternatives Program was based allowed me to realize that the participants of the study were previously interviewed. As a result, I was able to change the focus of my study to that of graduates of the program, rather than participants of the program.

Dependability

An external inquiry audit of my research was conducted by my dissertation chair and my second committee member to ensure that the processes and product of my study, and my findings, interpretations and conclusions are supported by my data.

Confirmability

The audit trail of this study included several research steps. Step one included the identification of a program that provided an alternative sentencing option to juveniles being incarcerated in adult prison and developing a memorandum of understanding with them for the conduction of my research. Step two was the conducting of an exhaustive literature review on juveniles in conflict, juveniles incarcerated in adult prison, and

juvenile justice policies. Step three was doing a literature review on research methodologies and deciding on the qualitative inquiry method. Step four was the preparation of a research proposal and submitting it to my research committee for approval. The fourth step included seeking and securing IRB approval for the conducting of my research. The fifth step was the conducting of interviews with five graduates of the Alternatives Program. The fifth stage included the transcription of data obtained from the five interview questions in the study, and the creation of one table with sentences, key learnings, and group key learnings, and another table with sentences, themes and thematic statements. The responses of each participant to questions 2 to 5 (scenario questions) were examined. I moved back and forth ensuring that the responses matched the research questions. The sixth stage was the writing up the results obtained outlining it in chapter 4, and then discussing the interpretation of the results in chapter 5.

Participant Results

There were five interview questions in this research. Question one was an ice breaker and asked participants to describe how the Alternatives Program made a difference in their lives. Question two to five were scenario questions and related directly to the research questions in this study. Themes emerging from the research questions include avoiding conflict, anger management, self-control, self-awareness, self-management, social-awareness, and social-management.

A rubric was created based on four program goals of the Alternatives Program (see Appendix F). This rubric was used to determine the extent to which participants

were self-aware and socially aware and demonstrated self-management and social-management skills.

RQ1: How are graduates demonstrating that they are self-aware by the views they are expressing.

Participants in this study appeared to have shown much growth in their ability to understand themselves. Typical responses included: “we had to write down how we are feeling. If we feel sad or anything like that” (P2). In relation to how he benefited from the program, “Participant 5” noted “It showed me my capability in what I could do.” He also said, “I didn’t know I had the kind of attitude that I am displaying now.” In scoring participants’ responses based upon the rubric in Appendix F, all participants obtained a score of 4 (see Table 7). This suggests that all participants were aware of situations that can make them irritated or angry and can express themselves without becoming verbally abusive (see rubric in Appendix F). The goals include self-awareness, self-management, social-awareness, and social-management. The program goals are described in the program manual of the Alternatives Program and outlined in the program sessions (see Appendix D).

RQ2: How do graduates manage conflict in their interactions with others?

In examining the responses of participants, it is evident that their responses match RQ 2. Participant 1 said “I would simply not answer or just walk away.” Participant 3 response on how to deal with conflict was, “counting to 10 or think of a different way to answer the situation.” Participant 5 responses to dealing with conflict were “really get both sides of the story, instead of one, in getting into trouble,” and “think of the best

possible way to talk to the parents." In scoring participants' responses based upon the rubric in Appendix F, three participants obtained a score of 3, while two participants obtained a score of 4 (see Table 7). A score of 4 meant that participants communicated with an assertive style by expressing thoughts, feelings, and beliefs (see rubric in Appendix F). These participants were not afraid to be assertive in telling their mom that they would run the errand for her later, after they met with their friend. The participants who obtained a score of 3 communicated with a more passive style and gave in to the request of their mother. These participants were unwilling and unable to be assertive by communicating to their mom the importance of meeting with their friend before they country. The responses demonstrated that most participants were not strong in self-management and self-assertion.

RQ 3: How do graduates use their understanding of power dynamics to respond to social situations?

Participant responses relate to the theme of social awareness, and include responses such as, "bro just think about it right, imagine if that was your daughter." (P1). Other related responses include, "And you can't be bullying people like dat (that)" (P2); "ah go tell them dah (that) is nah (not) how you does call ladies (P4)" and "If you want to get a female attention, go and talk to her nicely" (P5). In scoring participants' responses based on the rubric in Appendix F, two participants obtained a score of 4, two received a score of 3, and one participant a score of 2 (see Table 7). The two participants who obtained a score of 4 did not engage in name calling, and also communicated some techniques to their friends on how to respond to females in a respectful manner.

Participants obtaining a score of 3 did not engage in name calling but had limited knowledge or skills to influence their friends out of name calling. The individual who obtained the score of 2 did not engage in name calling but had no knowledge or skills to influence their friends against name calling behavior. The responses to this scenario question showed that participants had varied social awareness on how to influence positive behavior in their friends in social situations.

RQ 4: How are graduates demonstrating that they are responsible and accountable?

In responding to a scenario question relating to drinking socially participants responded with statements such as: “Ah would just tell them, ah (I) don’t want it and ah (I) good” (P3); “Miss me speaking, ah (I) go tell dem (them) I can’t take no more. Ah (I) go (will) go home” (P4); and “Well I know my capabilities, so I will be like, I can’t do it” (P5). In scoring participants’ responses based on the rubric in Appendix F, two participants received a score of 2, indicating that they had limited skills in controlling their drinking, and influencing their friends to desist from drinking. Three participants obtained a score of 3. This suggested that they had moderate control over their own drinking and that of their friends (see Table 7).

For responses to question 5 (scenario 4) three participants obtained a score of 3, while two participants received a score of 2. Thus, three participants did not give in to the dare of their friends but did not have effective skills to convince their friends to stop their drinking behavior. Two participants gave in to the dare. Of these two, one individual suggested that they may agree to having one more Carib beer, while the other person

noted that they would take the beer but would walk out with it. The responses to this scenario indicate that most participants have poor self-management skills as it relates to drinking socially, and thus have demonstrated limitations in being responsible and accountable.

Table 7 below includes scores obtained by participants for scenario questions 2 to 5. These were interview questions 2 to 5. The table also highlights the interview question that is related to the relevant program goal (PG).

Table 7

Participant Rubric Scores for Scenario Questions 2 to 5

Participant Name	PG1	PG2	PG 3	PG4
P1	4	3	4	2
P2	4	4	2	2
P3	4	3	3	3
P4	4	4	3	3
P5	4	3	4	3

In this section, the four program goals of the Alternatives Program were described to show how these program goals were tied to the research questions, and the interview questions. Responses of participants demonstrating self-awareness, self-management, social-awareness, and social-management were described. The scores obtained by individual participants on these program goals were also presented (see Table 5).

The data obtained from the responses of participants to scenario questions were examined closely to assess how they addressed the research questions posed in this study. Overall individuals demonstrated a high level of self-awareness but were not very assertive. They appeared to have strong skills in managing conflict and seemed to understand well the power dynamics between males and females, and the need to understand, support, and protect females. Finally, while most participants could be described as accountable by being honest with their responses in how they would handle situations, they demonstrated a lack of self-control with social drinking.

Summary

In this chapter, the purpose of this study was restated, and the four research questions guiding this research were outlined. The setting of the study was described, and the demographics of the participants were described and outlined in table format (see Table 4). The data collection and data analysis process were then described. Evidence of trustworthiness, first presented in chapter 3, were reexamined. Finally, the results obtained from the interviews were outlined and briefly discussed, and a chapter summary was given. In the next chapter, interpretations of the findings of this study will be discussed, and limitations of the study, and recommendations for future research will be given.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The disadvantages of incarcerating juveniles in adult prison worldwide have been enumerated in the literature (Cesaroni & Peterson-Badali, 2913; Ng et al., 2011; Ryan 2013). Ng et al. (2011) reported that juveniles in adult prisons are more likely to engage in self-injurious behavior, have physical and mental health issues, have poor educational and career outcomes, and are also associated with negative influences on families and communities. McGarvey (2012) argued for a reformation of the juvenile justice system because of the high rates of mental health disorders among juveniles incarcerated in prison, compared to those who were not. Globally there was a call for a change in juvenile justice policies and the provision of alternative sentencing options to incarceration in prison (Artello et al., 2015; Benekos et al., 2013; Butcher et al., 2015; Moore, 2011). In 2012, the Grenada Juvenile Justice Act was created (Grenada Child Protection Statistical Digest, 2015).

Research on community-based options to incarcerating juveniles in adult prison is limited. There is a gap in the literature on outcome data, especially in programs that focus on behavioral health (Balkin et al., 2011; Butcher et al., 2015). If alternative programs are found to be effective, court staff may be more willing to recommend alternative sentencing programs for juveniles rather than incarceration (Butcher et al., 2015). There is also a dearth on research interviewing graduates of an alternative sentencing programs.

The purpose of this qualitative inquiry study was to examine how male graduates of an alternative community-based program for juveniles in conflict with the law in Grenada have been applying skills and knowledge learned in that program. Five male graduates participated in a one-sitting interview where they responded to one question about how the program made a difference in their lives, and four scenario questions relating to self-awareness, self-management, social-awareness, and social-management.

Graduates indicated that the program impacted their lives significantly in areas such as conflict resolution, self-control, anger management, improved communication skills and decision making, self-soothing, and self-awareness. Participants' responses to scenario questions demonstrated that they attained superior skills in self-awareness, and self-management, and moderate and minimal skill in social awareness and social-management, respectively.

Interpretation of Findings

The purpose of this research was to examine how graduates of an alternative sentencing program were applying skills learned in the program. In particular, research questions posed related to self-awareness, managing conflict, understanding power dynamics, and responsibility and accountability. The five participants in this study were court mandated to an alternative sentencing program in Grenada, as an option to being incarcerated in adult prison. Incarceration does not enable rehabilitation, has negative behavioral and mental health consequences, and allows for continued recidivism (Lambie & Randell, 2013). None of the five participants in this study reoffended since graduating from their program. This implies possible change processes operating within participants.

The ToC or theory of change model, based upon Prochaska's Theoretical model (Chibanda et al., 2016) was the central theory guiding this research. This theory holds that a given intervention or program can have a "real world impact" on an individual (Chibanda et al., 2016, p. 2). Prochaska's Transtheoretical model refer to overt and covert change processes operating at different stages of a change process that unfold over time (Krebs et al., 2011). The stages of change include precontemplation, contemplation, preparation, action, and maintenance (Krebs et al., 2011). All participants in this research appeared to have arrived at the action stage. The action stage refers to the modification of one's behavior, experiences, and or environment, to rid oneself of one's problem or problems (Krebs et al., 2011). Participants demonstrated that they had arrived at the action stage by the responses they gave to the icebreaker question (question1) that asked them to indicate how the program made a difference in their lives.

In response to this question of how the program made a difference in their lives, participants described more appropriate ways of responding socially, rather than getting into conflict and behaving aggressively. Participant 1 spoke of walking away and not answering. Participant 2 said he no longer engaged in the behaviors that got him in conflict with the law. Participant 3 said he will now seek to get both sides of the story before responding. Participant 4 stated that he was previously a very violent person, but that attending the program and interacting with others in the program has enabled him to distinguish right and wrong ways of responding. Krebs et al. (2011) noted that optimal progress is achieved by the processes and relational dynamics that occur at each stage.

Participant 5 said that he is now able to sit down and think of the best way to respond to a situation and has learned to make good decisions.

Though participants appeared to have arrived at the action stage, it is not conclusive that all participants arrived at the maintenance stage. The maintenance stage is described as the stage where one works to prevent a relapse, while consolidating the gains he or she would have made up to that point (Krebs et al., 2011). It is also apparent that participants were at different stages in terms of the goals of the Alternatives Program; self-awareness, self-management, social-awareness, social-management. This was evident in their responses to scenario questions, where they attained different scores based upon how they stated they would respond in different social situations (see Table 7).

In chapter two, it was stated that the ToC model was chosen for this research because of its' focus on self-described developmental and social changes. It was noted that if the graduates were able to realize positive changes in their lives, and report applying the skills and knowledge attained from the program, to make marked improvements in their lives, this would be evidence of another stage of development. Participant 1 said being involved in the program motivated him to be desirous to become a mentor to other youth. Participant 5 reported that his participation in the program taught him how to make resolutions and has also showed him his true capabilities.

In chapter two, it was stated that the ToC model was suited to this study because it is relevant to the context of the research and the four primary research questions. Research question one was: How are graduates demonstrating that they are self-aware by

the views they are expressing? Research question two was: How do graduates manage conflict in their interaction with other. For primary research question three, the question is: How do graduates use their understanding of power dynamics to respond to social situations? The fourth research question is: How are graduates demonstrating that they are responsible and accountable?

Demonstrating Self-Awareness

Research question one examined the level of self-awareness of graduates of the Alternatives Program. A person who is aware of themselves has a self-concept. The self-concept refers to how one thinks about, evaluates, or perceives him or herself (Ambikar & Mathur, 2017). An individual who has developed a self-concept has self-knowledge about their own beliefs, personality traits, physical characteristics, abilities. Values, goals, roles, and their individuality (Ambikar & Mathur, 2017). The results of this study showed that participants demonstrated varying levels of self-awareness. Many of the responses also suggested that some of the awareness attained was as a result of their participation in the Alternatives Program. Participant 3 spoke of being taught how to identify feelings by structured program activities such as writing down how he was feeling at a particular moment, and distinguishing that feeling from other feelings.

Participant 5 discovered via program participation that he had many capabilities including the ability to make resolutions and good decision. His experience with juvenile delinquency, and his involvement in the Alternatives Program made him realize that he has a strong appreciation for family and a repulsion for persons who treat women inappropriately. He said, “my mind set is that I would rather trust family over friends”,

and “I hate to see females abused and misused”. Overall, it appears that all participants appeared to have a positive view of themselves and their new-found ability to improve themselves and make a positive impact on society. This is contrary to the finding of Decoster and Lutz (2018), that after committing offences, juveniles are often ascribed delinquency labels that they keep, and incorporate into their new self-identity, often resulting in them committing future crimes. The 5 participants in this study have not recidivated since their graduation from the Alternatives Program in 2019.

Managing Conflict

Research question two explored how graduates of the Alternatives Program reported dealing with arguments and disagreements in social situations. The Alternatives Program session 10 dealt with the topic resolving conflict. All participants described ways in which they have been trying to avoid conflict. From the responses given it is apparent that managing anger and avoiding conflict with others was a major focus in the program activities of the Alternatives Program. Participant 1 referred to the skills he learnt in conflict resolution. He indicated that he is confronted regularly with individuals who threaten him to do him harm. He, however, noted that he has learned that the best way to deal with this is simply to walk away. Participant 2 reported that before his involvement in the program he was a very silent person and did not communicate, and that this did not work well for him in avoiding conflict. He now communicates more effectively and no longer engages in behaviors that previously got him into conflict with others. Participant 3 said that when he finds himself becoming angry now, he counts to 10, and calms himself down, and thinks of a different way to handle the situation or to

respond to the individual. Participant 4 noted that he now likes to think before he acts in conflicting situations. Participant 5 also reported that he now thinks carefully before responding in situations. He described a potentially conflicting situation that could have escalated because he was angry with the way his girlfriend's parents were treating her. He reported that the skill he learned in the program enabled him to sit quietly by himself and think through the situation, and this enabled him to respond in a clam respectful manner. Participant 5 was excited about the fact that he now makes good decisions. Participants also demonstrated immeasurable self-control in the responses they gave to how they would deal with the situation presented in scenario question 1: that of being rebuffed by a young lady with whom they would like to have sex with.

Understanding Power Dynamics

Research question three dealt with power dynamics. The Alternatives Program session 2 introduced graduates to power dynamics. It was described as 'Exploring power and vulnerability' (see Appendix D). Graduates were therefore made aware of the power dynamics between the male and female gender. Scenario question 1 asked: Think about someone you like. You would like to have sex with this individual, but the person pushes you away. How would you handle this? Words used in their responses included, being patient, waiting, understanding, not forcing, leaving her alone, letting it pass, and calming down. While the responses given demonstrated their ability to manage conflict, it also showed an understanding of power dynamics as it relates to the genders.

Participants responses to scenario question 4 also suggest that participants may have attained an understanding of the power dynamics between the genders, and the need

to be both protective of and respectful toward females. Scenario question 4 asked: You and your friends see a pretty girl walking by. Your friends try to get her attention by calling her names. Some of the names are not nice. How do you get your friends to stop the name calling? Participant 5 noted, “we males supposed to protect the females because they don’t have physical strength like us, and we are supposed to be protecting them instead of hurting them”. Participant 1 said, “I will just let him know what you’re doing is wrong”. All the other participants gave responses to indicate that name calling is wrong, and that they would have the person doing the name calling try to perspective take to consider how they would feel if that girl were their mom or their sister.

Responsibility and Accountability

In session 11 of the Alternative s program research participants engaged in program activity relating to being responsible and accountable (see Appendix D). Scenario question 5 tested participant’s response to a situation that required them to be socially responsible and accountable, in a situation involving excessive drinking. Participants obtained the lowest scores in responding to this scenario (See Table 5). They seemed to have limited ability to resist the temptation to accept another alcoholic drink, even when they are aware that they have had enough to drink. They were also not very successful in influencing their friends to stop drinking. One wonders whether this finding might be a function of the larger social context, whereby excessive drinking among young males and females has become a matter of concern for the nation of Grenada. It is possible that attending a 10-week program and having one session on responsibility and accountability may not be adequate to instill competence in responsibility and

accountability. Nicklin (2017) argued that a 10-week program would not permanently rehabilitate juveniles but would allow them to develop skills that should allow them to make better choices, communicate and express themselves, and participate in positive activity.

In this section, the four research questions in this study were examined. Participants responses to the five interview questions were highlighted, and it was demonstrated how their responses assisted in answering the research questions in this study.

Limitations of the Study

Two limitations have been identified for this study. The first limitation was the use of a small sample size Twelve individuals who meet the inclusion criteria were deemed adequate to obtain data and thematic saturation (Guest et al., 2006). In this study, five individuals met all the inclusion criteria, and agreed to participate in the study. Three persons were underaged, two declined to participate, and for two no date of birth was provided.

The second limitation was the responses provided by the five participants in the study lacked detail. As a result, transferability, as an evidence of trustworthiness was not adequately obtained in this research because of thin description due to sparse responses from participants. It is not certain if this is a function of the participants or the research questions.

Recommendations

Three recommendations are proposed for future research. In this study participants were recruited from the 2019 cohort, and a list of twelve participants were provided by Legal & Aid Counseling Clinic. For future studies selection should be sought from at least two cohorts preferably from two consecutive groups.

In this research scenario interview questions were used to answer the research questions in this study. For future research full interview questions could be used instead of scenario questions. This may result in participants providing more detailed responses to questions. Finally, instead of a qualitive inquiry future researchers may wish to conduct a quantitative study and use surveys instead of interview questions.

Implications

Positive Social Change

While participants demonstrated diverse skill development in the areas of self-awareness, self-management, social-awareness, and social management, the data obtained suggested that the Alternatives Program appeared to have positively impacted their thinking and behavior, based on how they proposed to deal with social situations. One participant expressed a desire to be a mentor to other young persons and an advocate for the Alternatives Program. As a result, one can say that that the program had a positive impact on participant lives and has the potential to positively impact the lives of other young persons they would interact with. Since graduating in 2019 participants in this research did not recidivate. In addition to not engaging in any recent criminal activity, all participants spoke positively about their desire to refrain from non-desirous behavior.

This implies that their involvement in the Alternatives Program appeared to have impacted the young men in a positive way.

Interviewing graduates of the Alternatives Program served to assist in bridging the gap of limited data on research with graduates of a community-based alternatives program for males in conflict with the law. The data obtained in this research demonstrates positive social change for young males who were previously in conflict with the law. This community-based program provides a model that can be used for alternative sentencing programs for young males in the Caribbean region and the world at large.

Conclusion

This qualitative inquiry study highlighted interview responses of five male graduates of a court-mandated alternative sentencing program in Grenada. The theory of change model, based upon Prochaska's Theoretical model was the central theory guiding this research. The data provided showed that change did in fact appear to occur, to at least the action stage where individuals demonstrated via their responses how the program impacted their lives, by the different and improved ways in which they now responded in social situations. Their responses to scenario questions highlighted a variety of skills developed, individual growth, and a hopefulness that these young males should have a positive impact on their communities and their country, Grenada.

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Appendix A: Adult Consent Form

WALDEN CONSENT FORM

You are invited to be in a study about how you are using what you learned in the Alternatives Program. You graduated from the program in November 2019. Everyone in your graduating group is being invited to be in the study.

This form is called a consent form where you will learn about the study and then decide whether to participate.

My name is Wendy Romain, and I am a graduate student at Walden University. I will be conducting the study. I am going to go over the study with you today.

Background Information:
The purpose of this study is to learn about how you are using what you learned in the Alternatives Program.

Procedures:
If you agree to be in this study, this is what is required:

- Participate in a 30-minute phone interview.
- Complete the interview in one sitting.
- Agree to have the interview recorded.

The information you share during the interview will be private. Your name will not be used in the study.

There are five questions in the interview. Here are two of them as examples:

- How has being in the Alternatives Program made a difference in your life?
- Think about an individual you like. You would like to have sex with this individual, but the person pushes you away. How would you handle this?

Voluntary Nature of the Study:
Being in the study is voluntary. This means you are not required to be in the study. Legal Aid & Counseling Clinic and the Alternatives Program will not know if you are in the study. This is your decision. I will call you in one week to find out if you want to be in the study. If you choose to be in the study, we can schedule an interview.

Risks and Benefits of Being in the Study:
The questions ask you to think about what you learned and how you would deal with different situations. You might get tired during the interview and we can take a small break of a few minutes between questions.

Your name will not be used in the study. I will summarize what I learned from you and other graduates and share the information with Legal Aid & Counseling, where they can use the information to improve the program.

Payment:
As a thank you for being in the study I will give you a $30 EC dollar gift card from a local Telecommunication company of your choice.

Privacy:
Your name and the information you share will be kept private and confidential within the limits of the law. I am only allowed to share your name or contact information with my Walden University supervisors or with authorities if court ordered. However, I will not use your personal information for any purposes besides this study. Also, I will not include your name or anything else that could identify.

you in my report. The information from the interview will be kept secure and stored in a locked filing cabinet, using only your initials. The complete interview will be kept for a period of at least 5 years, as required by the University.

Contacts and Questions:
You can ask me any questions by emailing me or calling me on . If you want to talk privately about your rights as a participant, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's approval number for this study is **02-17-21-0013212** and it expires on **February 16, 2022.**

You can keep this consent form for your records. You may ask me or Walden University for a copy at any time using the contact info above.

Obtaining Your Consent

If you understand the study and wish to volunteer, please indicate your consent by texting me or emailing me with the words "I consent to being in the study with an interview".

Appendix B: Scripts

Participant Selection Script	Interview Script	
Introduction Hi – My name is Wendy. Thank you for agreeing to participate in my research. I would just like to ask you a few questions to ensure that you are a suitable participant for this study. 1. How old are you? 2. What year did you graduate from the Alternatives Program? 3. Have you committed any crimes since graduating from the Alternatives program?	Introduction Hi – My name is Wendy. I am working on a project and would appreciate your help in answering some questions. There are no right or wrong answers to the questions. I need to make sure the questions are not confusing. When I read each one to you please tell me if any of the words in the questions are confusing. After I read a question, please answer it. You can say as much as you would like. I will not interrupt you with other questions until you are done answering the question. I will then ask you the next question. There are 5 questions in total. The questions are made up and they are not about anyone you know. I would like to record your answers so I can make sure I understand the answers you give. After I review the answers, I will destroy the recording. I will not be using what you say in my project. Do you have any questions before we begin?	

Appendix C: PHRP Certificate

CERTIFICATE

OF COMPLETION

PHRP Online Training, LLC certifies that

Wendy Romain

has successfully completed the web-based course
"Protecting Human Research Participants Online Training".

Date Completed: **01/15/2019**
Certification Number: **2805121**

PHRP
Protecting Human
Research Participants
Online Training

Appendix D: Alternatives Manual Program Sessions

Session 1: Act like a man: Challenges faced by young men (self-awareness)

Session 2: Exploring power and vulnerability (self-awareness/social management)

Session 3: What is that I am feeling: Emotional health (emotional awareness)

Session 4: Anger vs Aggression (self-management)

Session 5: Balancing act: Mental health and substance abuse (socio-emotional awareness)

Session 6: Effective communication (social management)

Session 7: Personal life plan (self-management/social management)

Session 8: HIV/AIDS (social-awareness/medical knowledge)

Session 9: The law and you (social-awareness)

Session 10: Resolving conflict (self-management/social-management)

Session 11: Accountability and making amends (social-management)

Appendix E: Letter of Cooperation

Letter of Cooperation

Date: January 7th 2021

Dear Wendy Romain,

Based on my review of your research proposal, I give permission for you to conduct the study entitled 'Male Graduates' Experiences Following an Alternatives Sentencing Program in Grenada', As part of this study, I authorize you to release the contact information for males who graduated from the program within the last year. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: Emailing Ms. Wendy Romain the names and contact information for males who graduated from the program Alternatives, within the last 24 months. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the student will not be naming our organization in the doctoral project report that is published in Proquest.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,
Authorization Official
Contact Information

Appendix F: Alternatives Program Goals & Rubric

PROGRAM GOALS	OBJECTIVES	INTERVIEW QUESTIONS
Self-Awareness	To explore graduates' views of how they are perceived in their community.	1. How has the Alternatives Program made a difference in your life?
	To identify the problems that exist in expressing certain feelings, to encourage the recognition of feelings, and to practice the expression of feelings.	2. Think about an individual you like. You would like to have sex with this individual, but the person pushes you away. How would you deal with this?
Self-Management	To learn effective versus non-effective styles of communication.	3. You planned to meet up with a friend you had not seen in ten years, but your mom says you must do an errand for her instead. Your friend will be leaving the country in a few hours. How do you handle this?

Social-Awareness	To identify abusive behaviors and understand power dynamics, sexual abuse, emotional abuse, and antisocial behaviors.	4. You and your friends see a pretty girl walking by. Your friends try to get her attention by calling her names. Some of the names are not nice. How do you get your friends to stop the name calling?
Social-Management	Become socially responsible and demonstrate accountability.	5. You and your friends go to a party where people are drinking and having a good time. You realize that you had enough to drink, but your friends continue drinking and dare you to have one more Carib beer. What would you do?

Program Goals & Rubric

CATEGORY	**4**	**3**	**2**	**1**
Self-Awareness	Individual is aware when they are becoming irritated or angry, but can express themselves, without becoming verbally abusive	Individual is moderately angered and mildly abusive to persons who deny their request	Individual is somewhat easily angered and verbally abusive to persons who deny their request.	Individual is easily angered, and verbally abusive to persons who deny their request.
Self-Management	Communicates with an assertive style by expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways. Conveys message without dominating, criticizing, or degrading the other person	Communicates with a passive style by not saying what he is feeling or thinking, but gives in to the request, demands and feelings of others, without expressing his own	Communicates with a passive-aggressive style. Uses hidden forms of aggression (e.g. *displays anger via body language, without expressing feelings)*	Communicates with an aggressive style by expressing his feelings in a way that violates the rights of another person (e.g. '*I am right, and you are wrong, and I will not listen to you'*)
Social-Awareness	Does not participate in name-calling and is quite skilled in influencing his friends to immediately stop all name-calling.	Does not participate in name calling and is able to influence his friend to a small degree, by them reducing the amount of name-calling.	Does not participate in name calling, but has no knowledge or skills to get them to stop the name calling	Participates in name-calling himself. Has no influence upon his friends and has no knowledge or skills to get

				them to stop name- calling.
Social-Management	Does not give in to the dare of his friends, and is able to successfully convince them to cease drinking	Does not give in to the dare of his friends, but is unable to convince them to discontinue their drinking	Gives in to the dare of his friends, and has only one more beer	Gives in to the dare of his friends, and drinks quite a few more beers