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Returning Home: The Reported Reintegration Experiences of Parents/Guardians of African American Female Youth

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Abstract

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by

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MSEd, Old Dominion University, 2012

BS, Old Dominion University, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

African American, female youth remain overrepresented in juvenile detention centers. Parental involvement has been identified as a major factor in the success of a youth's reintegration into the community post detention; however, there is limited information about the experiences of parents/guardians of African American female youth during reintegration. The purpose of this generic, qualitative study was to gain insight and understanding regarding the reported reintegration experiences of parents/guardians of African American teenage daughters returning, home post detention, regarding their role development as parents/guardians during that time. The theoretical framework for this study is parent development theory (PDT) developed by Dr. Barbara Mowder, which highlights that a parent's social role is developed over time. Data collected from semistructed, virtual interviews of 10 participants who self-identified as human service, social service, or social work professionals working with the target population were coded and analyzed using content analysis to identify themes. Findings suggested that (a) parents/guardians struggle with their role and development during their daughters' reintegration, (b) professionals' have their own perceptions of parents/guardians' experiences that lead to struggles during reintegration, and (c) there are disparities between biological parents/guardians and foster parents/guardians in their responses to their daughters' during reintegration. This study may impact social change by informing professionals of the potential experiences of clients and families, which could lead to further study and use of evidenced-based-strategies and models to assist not only the youth, but the parent/guardian and entire household.

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Dedication

This dissertation is dedicated to my grandmothers (Loretta and Coranette), both of whom transitioned to their eternal resting place during this last year of my doctoral journey. Although neither of you are here to physically see me become *Dr. Garrett*, your untold experiences inspired this dissertation topic, and I am so grateful God chose me to be your granddaughter. I hope I continue to make you proud. To my husband (Cedrick) and children (Jalen and Raven), I pray that my achievements inspire you to dream big and go after your wildest dreams no matter what stage of life you are in.

To my parents (Jeannine, Nate, Andre, and Debbie), your love, support, and encouragement throughout my entire academic journey helped make this dream come true. To my brothers (AJ, Jerrell, Ryan, and Chris), I dedicate this dissertation to you as well because one of my favorite titles is *sister,* and my original motivation for pursuing academic achievements was to be able to show each of you that, no matter the situation, your story's ending does not have to look like the chapters before it. To my sister Andrea, thank you for always sharing my posts/flyers and supporting me no matter what.

To my sister-friends and best friends (way too many to name), I love each of you so much. To every individual who shared my flyer, encouraged me, talked to someone about my dissertation and the work I do, or just checked in regarding my process I also dedicate this dissertation to you. To my colleagues and all professionals working in the human service, social work, and criminal justice fields, I dedicate this dissertation to you and want you to know that your hard work and long days/nights do not go unnoticed. To all the parents/guardians with children connected to the judicial system, keep your head

up and do not give up, there are groups of people fighting for you and your child. Lastly, I dedicate this dissertation to all the African American/Black girls and women who have ever felt like their life had no meaning or their existence does not matter. You matter and your existence matters. So, do not play small, you were not designed to do that.

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me, stayed up late with me when needed, printed things for me, listened to all my ideas, and celebrated each milestone with me. But most of all, you believed in my dreams enough to allow me to take the time needed to complete this degree without ever complaining. I cannot thank you enough for remaining positive even when you saw me pushing myself past my limits at times. I love you for loving me enough to dream and believe with me every step of the way. Thank you for continuing to support my dreams and ambitions during raising children and taking care of our family. This accomplishment would not have been possible without you.

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Chapter 1: Introduction to the Study

Introduction

In the United States, over 37,000 youth are incarcerated/detained daily. Female youth accounting for approximately 15% of all youth living in the juvenile detention centers across the United States, for various crimes (Ehrmann et al., 2019; Harp & Muhlhausen, 2020). Furthermore, African American youth account for less than 16% of the youth population in the United States; however, they continue to remain over-represented within detention centers accounting for approximately 50% of the incarcerated youth population (Harp & Muhlhausen, 2020). According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) statistical report, youth incarceration/detainment continues to trend downward overall due to a collection of factors such as diversion programs and prevention methods (2019). Although the incarceration rates have decreased overall for youth, the numbers are still relatively high among female African American youth, as they make up approximately 35% of youth incarcerated daily for various crimes creating a cycle within the judicial system that can last for several months at a minimum (Ehrmann et al., 2019; OJJDP, 2018; Kokkalera et al., 2018; Wilkinson et al., 2019).

The role of parents has been a continued theme within the research on youth offenders. Studies, including Vidal et al.'s (2017) research, have focused on child maltreatment by parents/guardians and neighborhood/community as leading factors that may negatively impact a youth's involvement with the juvenile justice system. Factors such as parenting style, parent/guardian accountability, type of youth offense,

parent/child relationship, and the law-making system/state or city location (jurisdiction) play a role in a parent's involvement with their incarcerated child (Paik, 2016; Vidal et al., 2017). Existing literature studying female juvenile offenders also shed light on the risk factors, experiences, and needs of female youth regarding their reintegration home post detention (Welch-Brewer, 2017). Thus, the parent-child relationship seems to be a critical component.

Within that, studies have shown that the involvement of the parent(s) is also key. One of the significant factors is parental involvement and development (Vidal et al., 201). While researchers have identified parental involvement in the reintegration of female juveniles back into the home as important (O'Neill, 2018; Turner et al., 2018; Vidal et al., 201), there appears to be a gap in the existing literature regarding the parent's/guardian's experiences and roles specifically with the reintegration process. I hope this study's findings can help inform interventions for professionals working with parents/guardians of female youth in conflict with the law. In this chapter, I introduce key elements and topics involved in the present study, including background information to support the study, definitions, and limitations of the study.

Background

Detained female youth struggle to reintegrate into society upon release from detention centers (O'Neill, 2018; Welch-Brewer, 2017). Such difficulty may be due to factors such as becoming accustomed to institutional or detained living and resocializing within their communities and homes (Pradityo, 2016; Ryan et al., 2015; Welch-Brewer, 2017). One of the most key factors concerning the transition from the judicial system and

back into their family system is parents/guardians' role and development experiences of reintegrating back with their immediate family (Pradityo, 2016; Ryan et al., 2015; Welch-Brewer, 2017). Reintegration can present many challenges for the family to work through, such as rebuilding trust, changes within the family dynamics, shifts within the parent-child roles and relationships, as well as boundaries and limitations, to name a few (Menon & Cheung, 2018). Such challenges are especially true for Black/African American teenage girls returning home due to being considered a high-risk population compared to other races based on various psychosocial needs and factors (Kim et al., 2020; Sun et al., 2020).

The system has attempted to adapt. Juvenile justice systems have begun to adjust their models to be less punitive and focus more on rehabilitation while including some youth's parent/guardian (Paik, 2016; Pennington, 2016). For example, within the rehabilitation models, parents can be involved from the start of their child's arrest or placement through engagement with the court process, involvement in meetings with detention staff during incarceration, and involvement in the planning of the child's release (Paik, 2016; Pennington, 2016).

Adequate support continues to be a challenge. Perhaps one of the downfalls of the current juvenile justice interventions is the focus being placed on the incarcerated youth or the family, leaving inadequate support, reflection, and services for just the parents/guardians (Gueta, 2017; Kokkalera et al., 2018; O'Neill, 2018; Tisak et al., 2016). During late adolescence (teenage years), researchers highlight that successful individuation for a child depends on the parent-child interactions during that phase (Filus

et al., 2018; Musitu-Ferrer et al., 2019). During this particular phase of individuation, parents/guardians may experience various challenges in creating the balance between showing their child love, support, encouragement, and freedom to make decisions as their child seeks to establish some autonomy (Filus et al., 2018; Musitu-Ferrer et al., 2019). Parental involvement was highlighted as one of the most influential factors that impact the success or downfall of youth involved in the justice system post detention and the overall reintegration process based on the reasons stated above (O'Neill, 2018; Turner et al., 2018). However, there is a gap in the literature regarding clear guidance for parents/guardians of African American daughters returning home post detention concerning their parenting role at this stage.

Problem Statement

The problem is that parents/guardians struggle with their role and responsibilities with the reintegration of their teenage daughters' post detention due to limited resources to help with the reintegration and limited understanding by professionals of the parents/guardians' struggles (Ryan et al., 2015). Few researchers have begun to explore the challenges of youth incarceration and reintegration on the parents/families that the youth return home to upon release from detention centers (Ford & Delker, 2018; Ryan et al., 2015; Sattler & Thomas, 2016; Turner et al., 2018). Although the research described here regarding parental involvement of female youth within the juvenile justice system illuminates essential findings, I have found limited research that provides insight on the perceptions and experiences of parents/guardians of African American female daughters during the youth's reintegration back into the home upon release concerning parental role

development. By focusing on just the female youth rather than the parent/guardian, the reintegration process has the potential to be less effective due to the parent's unmet needs for support, development, guidance, or a lack of understanding of how to parent their child post-release (Gueta, 2017; Ruch & Yoder, 2017). Further research is warranted, which could inform individuals working with families and increase understanding of the parent/guardian's experiences and perceptions regarding their role during that time (Ford & Delker, 2018; Gueta, 2017; Kokkalera et al., 2018; Ruch & Yoder, 2017).

Purpose of the Study

The purpose of this generic, qualitative study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. Originally, my plan was gain insight into how parents/guardians developed and experienced their role in the reintegration of female African American teenage youth who have been out of the home for at least 60, but sampling proved difficult. Instead, I adapted the study to focus on Human Service and Social Service/Social Work professionals' perceptions of the role of the parent/guardian. I conducted this research to better understand the Human Service and Social Service/Social Work professionals' experiences and perceptions regarding the role of the parent during a daughter's reintegration back into the home. I anticipated that this study's findings would inform professionals working with incarcerated youth and their families during the reintegration process.

Research Question

The research question for this present study is:

RQ1: What are the reported reintegration experiences and perceptions of the role of parents/guardians of African American female youth between 13 and 17 years of age who have been out of the home for at least 60 days due to living in a juvenile detention center?

Theoretical/Conceptual Framework

This study's theoretical framework is parent development theory (PDT), originally developed by Mowder (1991). This theory allows me to focus on the role development of the parent/guardian during the reintegration phase. PDT examines the social role (e.g., perceptions and behaviors) parents/guardians play concerning their children (Mowder, 2005). This theory's essential elements include understanding how parents/guardians perceive their parental roles and how consequent parenting may shift and change over time based on numerous factors and experiences (Mowder, 2005). PDT explores six areas: bonding, discipline, education, general welfare and protection, responsivity, and sensitivity to examine the relationship those six elements have on a parent's role development over time (Mowder, 2005).

This framework guides the study's research question. The basis of the interview questions used for data collection also came from the lens of PDT. For example, questions were focused on the professionals' perceptions and experiences of the role of parents'/guardians', their perceptions of the role of the parents based on cultural and background beliefs, PDT's six elements, and the consequent parenting style during the

time of the child's reintegration back into the home (see Mowder, 2006). Questions also highlighted perceptions and experiences of individual characteristics discussed within PDT, such as family dynamics and parent-child interactions (see Mowder, 2006). Lastly, the present study's results and discussions section will be reviewed and presented through the PDT lens.

Nature of the Study

I used a generic, qualitative research design to conduct this research study. This was a good fit because the purpose of a generic design is to gain insight and understanding about a particular concept, group, or individual (Cruz & Tantia, 2016). I used semistructured online interviews and content analysis (see Elliott & Timulak, 2021), both of which are explained in more detail in Chapter 3, to collect and analyze the data. The sample size for this study was 10 participants. This sample size was selected based on a range of 15 – 30 participants for the current generic qualitative research studies (Atieno, 2009; Sattler & Thomas, 2016).

Data were collected virtually or over the phone. I conducted 60-minute, semistructured online interviews with Human Service, Social Service/Social Work Professionals who have worked with parents/guardians of female teenage youth (13 to 17 years old) during the reintegrating back into the home phase after being detained for at least 60 days. I used content analysis to analyze each of the interviews, meaning I used various steps to code the interviews' transcripts for themes and patterns of the parents'/guardians' experiences until data saturation is reached (see Elliott & Timulak,

2021). I chose the content analysis method as it is the best fit for the research study and the methods used to collect data.

Definitions

Detained/Incarcerated: placement within a juvenile detention facility after being arrested criminal offense and waiting for a court ruling (OJJDP Statistical Briefing Book, 2019).

Committed: being held or placed in a juvenile detention facility due to a court ruling/disposition (OJJDP Statistical Briefing Book, 2019).

Juvenile Delinquency: any "antisocial and punitive behavior that the child has committed, which involves or does not involve violence" (Ucuz et al., 2020; p.1).

Parent/Guardian: a person(s) that has considerable influence on their child(ren) behaviors through the role of introducing the necessary skills needed to function effectively within the various parts and roles of life (Sattler & Thomas, 2016). For this research study, I used the terms parent and guardian together as a child may be raised by either (Ford & Delker, 2018).

Parent role: a parent/guardian's subjective interpretation of their responsibilities and social standing concerning their child (Mowder, 2005).

Reintegration: the process of a detained youth returning to their household and back into the community post-release (Semenza & Link, 2019).

Assumptions

In this study, I made several assumptions. I assumed that all participants were professionals in human service and social services-related fields. I assumed that the

participants worked with the custodial parent/guardian of an African American female teenage youth, which meant the participant had legal rights to make decisions over the youth. I also assumed that the youth lived in the home with the parent/guardian prior to their incarceration. Because the participants discussed what they observed concerning the parents/guardians' experiences with the reintegration process, I assumed that they were actively involved in the child's case and interacted with the parent/guardian throughout their time working with the family.

Scope and Delimitations

I also defined the scope of the research and delimitations by implementing specific criteria for participation. The scope of this research study was limited to 10 individuals who meet the following criteria: (a) identified as a professional who worked in human and social services fields, and (b) worked with a parent/guardian of an African American teenage (13- 17 years old) daughter who was placed in juvenile detention for at least 60 consecutive days. Regarding the delimitations, the participants were recruited from communities around the United States and could access internet or phone technology to participate in the study.

Limitations

This study also included several limitations. The first limitation was the exploratory nature of a qualitative design, preventing the findings from being generalizable (Kahlke, 2014). Another limitation of this study was that all participants were professionals who worked with parents/guardians of African American daughters who were incarcerated, rather than actual parents/guardians themselves. Another

limitation of this study was that majority of the participants self-identified as female, which had the potential to impact participant's perception and interpretation of their client's experiences. An additional limitation to this study was that participants location, as it impacts the generalizability of the study's findings. Another limitation of this study was the self-report nature of a generic qualitative design. The final limitation of this study was the number of years of experience in each participant's field, which potentially impacted the participants perceptions of their client's experiences.

Significance

This study is significant to practice and social change. This study may help professionals in criminal justice, social work, and human services fields who work with incarcerated youth and their families. Gaining insight and understanding about the reintegration experiences and perception of parents/guardians of African American female incarcerated youth parents/guardians can help inform professionals of the challenges, concerns, or positive experiences parents/guardians have. Female youth may also benefit from this study if effective programs and supports are available for parents, hopefully positively impacting the African American female's youth reintegration experience. On a community level, community-based programs and services that work with juveniles and families involved in the justice system could also benefit from an increased understanding of the parents'/guardians' experiences.

Summary

Parents/guardians play a significant role within a child's life, especially regarding the reintegration process's success upon their child's release. Current prevention and

intervention strategies focus on the needs of the female youth or entire family rather than the experiences of reintegration from the parent/guardian's perspective. With the current lack of information and the impact the youth's return home may have on the parent/guardian, it is essential to understand the parent's/guardians' experiences and perceptions regarding role development during this process. The goal of this study was to understand the parents/guardians' experiences and perceptions concerning their role development during their teenage daughter's reintegration into their home post detention. In chapter 2, I review the literature on the juvenile justice system, detained/committed female youth, parent role and style development, and reintegration. In Chapter 3, I present the method and design for this study. Chapters 4 and 5 are focused on the results, discussions, and implications of the findings.

Chapter 2: Literature Review

Introduction

The focus of this study was the reported experiences of parent/guardian of female African American teenage youth offenders during reintegration into the home. Researchers have discussed the importance of family involvement with juveniles in conflict with the law who were placed in detention for their treatment and rehabilitation (Simons et al., 2017). Current researchers provide evidence that the reintegration process can present many challenges for the family to work through, such as rebuilding trust, changes within the family dynamics, shifts within the parent-child roles and relationships, as well as boundaries and limitations (Menon & Cheung, 2018; O'Neill, 2018). The issues parents/guardians may experience during that time have also become a topic of study for researchers (O'Neill, 2018). However, I have found limited research on the experiences and perceptions of parents/guardians of African American female detained/incarcerated youth regarding their role development upon their daughter's reintegration into the home. The purpose of this generic, qualitative study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. This chapter begins with an overview of my search strategy, including keywords and databases. I then discuss the PDT theoretical framework and the scholarly literature regarding African American youth detainment/incarceration, parent/guardian roles and development, and reintegration.

Literature Search Strategy

I used several databases and sets of keywords to obtain literature for this review. To gather literature related to parent/guardian experiences and perceptions with the reintegration of youth post detention, I searched the databases SocINDEX, SAGE, PsycINFO, and multidisciplinary, ProQuest Central, and ELSEVIER through the Walden University Library concerning various fields (human services, counseling, and criminal justice) and google scholar. Government websites such as the Office of Juvenile Justice, Delinquency, and Prevention (OJJDP) were also used to gather statistics regarding the juvenile justice system offense rates. At the start of the search, I searched for relevant statistics using Google Scholar and peer-reviewed research articles using Walden Library's SocINDEX, SAGE, and ELSEVIER databases about the global and local issues concerning juvenile detainment/incarceration and multiple incarceration rates. I then moved into searching for literature regarding female juvenile offenders and parental/family members' involvement with the juvenile justice system using the same databases.

I was interested in the experiences of parents/guardians of female teenage youth regarding the youth's reintegration, but I broadened my searches to focus on literature discussing family therapy and family involvement with the juvenile justice system. I used the following key phrases/terms within my searches: *juvenile delinquents, juvenile offenders, youth offenders, juvenile justice system, parent, guardians, caregivers, reintegration, re-entry, and detention.* I used terms such as *parent development theory, family interventions, parenting styles, parent development, parent social role,* and *family-*

based theories to obtain literature surrounding parent or family-based theoretical frameworks. I also utilized the terms *juvenile statistics*, *detention rates,* and *recidivism* to search for literature regarding the social problem's statistical data. The phrases *global response to Juvenile Delinquency* and *global interventions for juvenile Delinquency* were used in google scholar and Walden University Library to locate information regarding global processes for juvenile involvement in the justice system. Lastly, additional terms and phrases used to generate understanding of the juvenile justice experience holistically included: *offender mental health, crossover youth,* and *African American overrepresentation.*

Theoretical Foundation

Parent Development Theory

The theoretical framework I used as a basis for this study was Mowder's parent development theory (PDT; 1991). PDT, formerly known as Parent Role Development Theory (Mowder, 1991), focuses on perceptions and behaviors, referred to as the social role parents/guardians play concerning their children and the development of their parenting styles over time (Mowder, 2005, 2006; Smetana, 2017). PDT contains elements aligned with social learning and cognitive development theories, starting with the view that parents see themselves as having a social role within their child's life, which develops over time (Durrant, 2020; Mowder, 1991, 2006). During the parent development process, the individual who identifies as the parent displays a responsibility for defining and implementing the role simultaneously (Mowder, 1991, 2005, 2006), which can look different from parent to parent.

Regarding PDT, the term *parent*, does not necessitate a biological relationship. Mowder's PDT defines a parent as "an individual who acknowledges, accepts, and performs the parent role" (Mowder, 2005, p.51) during a parent-child interaction or interactions regarding the identified child (Batool & Ahmad, 2018; Mowder, 1993, 2005). For example, performing tasks such as providing shelter, food, and care or attending school meetings or doctors' appointments. The above descriptions informed how I selected the sample population for the study, as the target participants must identify as professionals who have worked with the custodial parents/guardians of female African American teenagers. For this research study, it was also important to note that a parent/guardian does not have to be the biological parent and can also be a family member, stepparent, or foster/adoptive guardian who has taken on parenting the youth.

A parent's development includes defining their role and the external constructs they must implement (Mowder, 2006). For this study, I examined the external constructs, including legal responsibilities, values, and morals based on their ascribed culture and child's age. When discussing how a parent defines their role and how they came to such a definition, one essential topic within PDT is how the parents are viewed by others (Mowder, 2006), which has been reported to have a significant impact on their social role in their child's life and development as a parent (Durrant, 2020). Within this study, I asked questions to gain insight into how professionals perceived and observed parent/guardians feeling during their daughter's incarceration and the reintegration process. PDT highlights six essential elements: bonding, education, general welfare and protection, responsivity, discipline, and sensitivity, which make up a parent's role identity

and development over time (Mowder, 1991; Mowder et al., 1995). Each of these six elements plays a significant role in exploring a parent's development and social role as their teenager reintegrates into the home from the juvenile detention center. All six elements are discussed in the next section regarding their basic definitions and application for the present study.

Six Essential Elements

Mowder's PDT contains six essential elements. The first of Mowder's essential elements is *bonding*, which is defined as "the affection, love, and regards parents feel and display towards their child(ren)" (Mowder, 2005, p. 48). Within the present study, I explored the bond between a parent/guardian and their child by asking professionals primary and probing questions centered around their observations of parent/guardians' affection and feelings towards their child pre- and post-their incarceration. The second characteristic is *discipline*, which refers to the parent's ability to set and stick to outlined limits with their children (Mowder, 2005). For this study, understanding the role discipline plays within the parent/guardians' parenting style is essential to understand as it may impact the reintegration experience.

The third PDT element is *education*. Education refers to how parents give their child information through guidance, education, and teaching (Mowder, 2005). For the present study, it was essential to understand that education from parent/guardian to child plays a significant role in a child's social development; thus, some interview questions were focused on the professionals' perceptions and observations of parents/guardians' style of education to their daughters. The next characteristic used within PDT is *general*

welfare and protection, which refers to how the parent protects their child from harm and assures; they meet all the child's needs (Mowder, 2005). According to Mowder, a child's needs refer to their basic needs for survival, such as clothing, shelter, food, and water (2005; 2006). Within the interview guide, I asked basic questions about the professionals' experiences and perceptions of parent/guardians' ability to address their daughter's basic needs during the reintegration stage.

In line with general welfare and protection, *responsivity* refers to how the parent responds to their child (Mowder et al., 1995). This includes hearing and seeing a child's needs, helping/assisting, and supporting/encouraging the child (Mowder, 2005; Nelson et al., 2016). For the present study, I asked participants how they perceived parents/guardians' abilities to assist, support, and encourage their daughters based on their needs during the reintegration time. *Sensitivity* is the sixth characteristic of Mowder's theory, defined as the parent's ability to recognize what the child needs and match their response accordingly (Mowder, 2006). I also asked questions during the interview surrounding the parent/guardians' ability to recognize and respond to their daughter's needs during reintegration.

Use of Mowder's Theory exploring Parent/Teen Relationships

Before further discussing Mowder's PDT's application to this study, it is vital to understand how current researchers have used this theory. Existing studies using Mowder's theory focused on parents' involvement in education, parenting style development, self-image as a parent, parent support for children, and parental preparation (Narciso et al., 2018; Warria, 2016). For example, Yu and Ho (2018) utilized PDT to

study parents' involvement in Taiwan youth's education and the impact on the child's mental health. Their research study highlights the connection between parent/guardian involvement and the youth's overall development, elements which I explored in the present research study (Yu & Ho, 2018). Yu and Ho's study supports the differential outcomes between male and female youth based on their parenting styles (2018). This information is essential to my research study, as it provides support for a later discussion regarding the disparities between male and female youth within the juvenile justice system and the various elements that may contribute to a parent's development.

Wellbeing and welfare are also important elements with respect to PDT. Researchers also included Mowder's PDT elements while studying parenting styles, general wellbeing, and psychological wellbeing in adolescents (Narciso et al., 2018). Consistent with the theme of coping skills, Warria (2016) found that parents who take an active role in helping children cope with traumatizing experiences can increase their overall functioning. Findings from studies like Warria's are consistent with Mowder's theory's ideas and characteristics regarding their children's general welfare and protection and the existing literature regarding incarcerated youth's mental health (2016).

Another important aspect is time. Hakoyama (2020) also supported the idea that parent development changes over time. Although Hakoyama focused on fathers, the study provided evidence of differences in how parents/guardians parent their adolescents through the years. Findings indicated that through the years, parents have shifted to take on more supportive roles in their parenting styles and the impact of external factors that impact parenting styles (Hakoyama, 2020). Such findings are essential to understand

concerning the present study, as Mowder's PDT highlights shifts within a parent's style over time based on PDT. The studies mentioned above highlighted some of the essential characteristics of discipline, individualism, education, responsivity, and sensitivity outlined in Mowder's theory, which I discuss in detail in a later section.

Regarding applying Mowder's theory within my research study, I used PDT as a basis for the development of the interview questions, as discussed above, and the discussion section of the study. The primary and probing interview questions centered around the PDT's key elements and focus points. For example, some interview questions sought to establish a basic understanding of the parent-child bond before, during, and after incarceration and the parent/guardian's experiences with the justice system and growing up. Another example of how used Mowder's key elements was by reviewing and reporting on the present study's findings through the lens of parent/guardian's social role development over time.

I hoped that such questions would increase professionals understanding of parents/guardians' individual experiences with reintegration and parenting their child, development of their role as parents/guardians, the role culture and their belief systems play within their parental development, and the development of their parenting style before, during, and after reintegration. Each of these focus areas were explored by developing questions that engage professionals in a discussion about their observations and experiences with parents/guardians concerning their role within their child's life, parent-child relationship and bond, method of education, as well as their responsiveness and sensitivity to their child (see Mowder, 1991, 2005, 2006). Also, some of the

interview questions targeted professionals' knowledge of parents/guardians' reported experiences growing up with their parents, their personal feelings about those experiences (see Mowder, 1997, 2006), and their experience with the juvenile justice system to include preparation for their child's return.

Literature Review

Juvenile Delinquency & the Juvenile Justice System

It is essential to understand juvenile delinquency and the juvenile justice system to understand the professionals' experiences and perceptions of the role development of parents/guardians during the reintegration process. According to Young et al. (2017), *juvenile delinquency* refers to youth between the ages of six and 17 who are involved in or have committed criminal acts. Within the United States, children within the age range mentioned above can be held responsible legally for their engagement in illegal activity outlined by the law (Moses, 2019; Young et al., 2017). The age range of focus for youth for this study is 13 to 17 years old. However, it is essential to understand who can be considered a juvenile delinquent within the U.S., as this provides a frame of reference for how long some youth and their parents can be involved in the justice system.

In 2018, there was approximately 728,280 arrests made for individuals under the age of 18 for various crimes (Harp & Muhlhausen, 2020). Current statistics and research related to the juvenile justice system reported that arrest rates continue to trend downward within the U.S. (Ehrmann et al., 2019; Harp & Muhlhausen, 2020). However, researchers have proposed that arrest and incarceration rates remain high enough to warrant continued study and development of more effective interventions for offenders

and families to decrease youth's continued criminal activity involvement (Kempker et al., 2016; Thornberry et al., 2018). The OJJDP reported that juveniles often engage in illegal activities with at least one other person, with a high likelihood that the youth will be charged with more than one offense at a time to increase the possibility of a conviction (Harp & Muhlhausen, 2020).

Law enforcement officials are likely to review a juvenile's identified offenses to move forward with making an arrest and seek conviction based on the charges deemed the most severe (Lanctôt, 2017). For example, an officer may report that the youth engaged in possession of illegal substances and is also listed as a runaway; but will review the offenses to determine which offense will likely result in their arrest and conviction. Understanding how youth may become involved within the justice system is essential for the present study. In most cases, youth still live at home with their parents, which typically requires the parent/guardian's involvement at some point (Paik, 2016).

In the upcoming sections and subsections, I explore the breakdown of the arrest and detainment data based on gender and race, but it should be noted that within the United States, not all juvenile arrests result in detention or criminal charges (Damme et al., 2017; Ehrmann et al., 2019; Harp & Muhlhausen, 2020). The number of detained and committed youth drops significantly lower than the arrest rates, dependent on the intervention method used after the youth's arrest (Ehrmann et al., 2019; Harp & Muhlhausen, 2020). However, African American youth remain overrepresented within the juvenile justice system compared to other races (Leiber & Fix, 2019; Love & Morris, 2018; Sander & Bibbs, 2020). The overrepresentation of African Americans within

juvenile detention centers highlights the need to further study African American families' reintegration experiences due to their responsibility for the youth. Researchers also report that the arrest and detainment rates for males continue to decline at greater rates compared to the arrest and detainment rates of females, which have remained high over the years (Ehrmann et al., 2019; Harp & Muhlhausen, 2020; Lanctôt, 2017; Young et al., 2017).

Female youth account for approximately 29% of arrests and 28% of delinquency cases, numbers which have increased slightly between 2006 and 2015 (Ehrmann et al., 2019). Approximately 20% of charged female youth were detained in a secure location at some point during the process of their case if deemed a danger to themselves or the community by the court (Ehrmann et al., 2019). For example, approximately 20% of female youth arrested spent at least one or more nights outside of their home and their parent/guardian's care during the duration of their case. This statistic is a considerable number of individuals and families impacted by such outcomes, given how the legal system handles juvenile cases and the length of time it can take to decide.

Within the juvenile justice system, there are three decision outcomes in which a youth's case can receive: dismissal, informal sanctions (diversion), and formal sanctions (prosecution; Ehrmann et al., 2019; Fairchild et al., 2019). *Dismissals* refer to the immediate end of a case due to a lack of evidence or justification for the case (Fairchild et al., 2019), and at this point, no other inventions are required. Another decision outcome is referred to as *informal* if the court deems that rehabilitation can address the identified committed crime or underlying issues that led to the youth's involvement in

illegal activity (Fairchild et al., 2019). For example, in 2015, approximately 53% of female youth delinquency cases were handled using some diversion program (Ehrmann et al., 2019). The third possible outcome of a youth's case is called a *formal* sanction, which refers to a court's conviction (Fairchild et al., 2019). Formal sanctions can result in immediate detainment/commitment, which accounted for 34% of all female youth cases in 2015 (Ehrmann et al., 2019; Fairchild et al., 2019). The focus of this study is on the United States; however, it is essential to understand the global processes used to address youth criminal activity as there have been notable similarities and differences around the globe.

Global Processes on Youth Criminal Activity

One long-standing trend within the existing research discusses the similarities and differences concerning how the U.S. and other countries handle juvenile delinquency (Fairchild et al., 2019). Before the consistent downward trend of youth arrest and incarceration rates, researchers studied how juvenile delinquency was handled worldwide and were able to identify shifts needed to decrease juvenile Delinquency (Cleary & Brubaker, 2019). For example, many states within the U.S. and other countries began to use alternative community-based interventions such as probation, diversion programs, and community-agency support services to address youth criminal activity in the 1990's (Roman, 2019; Saia et al., 2020). Reports concluded that the use of alternative models and intervention methods have been successful in decreasing arrest and incarceration rates due to the implementation of prevention programs for at-risk youth, diversion program, as well as community-based supports to address the youth's needs from an

ecological perspective (Cleary & Brubaker, 2019; Karam et al., 2015; Wilkinson et al., 2019). For example, Hay et al. (2017) discussed the inconsistency within the United States towards the move to evidence-based practices as a response to criminal justice reform is often state and country-specific. Such shifts in how the judicial system handles youth cases also impact parent/guardian involvement. At the same time, their child is incarcerated, and the planning for the reintegration process (Saia et al., 2020) is an area that this study explored.

While researching the functioning of juvenile justice systems worldwide, several key findings stood out. The first of those findings concerned using the word *delinquent*. Some youth are placed in detention centers before their case's final disposition (Young et al., 2017), but may be released if the outcome is dismissal. With this possibility in mind, Young et al. (2017) highlighted that the use of the term *delinquent* when describing a youth involved with the juvenile justice system may cause issues depending on the justice system and location due to the stigma associated with their term *juvenile delinquent*. For example, a youth placed in a detention center after arrest may be labeled "juvenile delinquent," which can come with several stigmas. However, if released from detention due to the dismissal of their case, such stigmas can follow the youth if they reintegrate back into the community. This idea can be especially true when looking at parents/guardians' experiences as there may be a certain amount of guilt or shame that impacts their social role within their child's life, development as a parent, and lasting impact of the experience (Durrant, 2020; Fairchild et al., 2019).

Secondly, several researchers discuss the cost and financial impact of youth being detained/incarcerated, as such costs are reportedly higher than those in the community (Lanctôt, 2017; Menon & Cheung, 2018; Saia et al., 2020). Welch-Brewer, 2017). Another critical element discussed centers around the age at which a youth may be charged for illegal activity. For example, within the U.K., the youngest age where youth can be charged for illegal acts is ten years old, whereas the age within the U.S. is six (Young et al., 2017). These fundamental elements are essential to understand when thinking of the needs of the youth and family throughout their involvement with the justice system, especially if the youth has multiple incarcerations or charges, as their needs change with age, as well as the parent's role (Simons et al., 2017).

Next, the current literature highlighted the common frameworks used globally. Historically, the justice model within the U.K. and U.S. focuses on the punishment rather than holistic elements that may impact the youth's illegal engagement activity (Batool & Ahmad, 2018). The justice model results often include detainment in a secure location or an intervention to hold youth accountable for their actions (Leiber & Fix, 2019; Young et al., 2017). In contrast to the justice model, the welfare model considers the various needs and experiences of the youth, which play a role in their engagement in illegal activity (Leiber & Fix, 2019). The welfare model considers any child's diagnosis, needs, and seeks to address those areas using the informal approach, as discussed above (Moses, 2019). Countries like New Zealand shifted to restorative justice-based interventions within their youth justice system, which increased family involvement (Moses, 2019; Wong et al., 2016). One notable similarity between the various countries is the possibility

of detainment at any point, pending the youth's initial arrest and the parent/guardians'

involvement with the justice system due to their connection (Batool & Ahmad, 2018;

Moses, 2019).

It is essential to note that the justice system's location (nationally and

internationally) determines the outcome of the case, intervention used (if needed), and the

care the youth receives throughout the process and after the decision. Within the USA,

although the incarceration rates have decreased, the numbers are still relatively high for

female youth with discussions about this particular population entering into a potential

cycle with the judicial system that can last for several months at a minimum (Ehrmann et

al., 2019; Williams & Smalls, 2015; Wilkinson et al., 2019). Currently, within the United

States, the outcome rates for female youth cases are similar to the rates for male

outcomes, and it is essential to note that the result of a case weighs heavily on the type of

identified crime that led to the youth's arrest (Fairchild et al., 2019).

Types of youth Crimes

The Office of Juvenile Justice Department identifies three categories of illegal

activity, which lead to youth arrests, with various offenses within each category

(Ehrmann et al., 2019; Harp & Muhlhausen, 2020). The categories include violent crimes

(i.e., murder, rape, robbery, and assault), property crimes (i.e., theft, arson, and larceny),

and non-index crimes (i.e., counterfeiting, vandalism, weapons, drug violations, and

gambling) (Harp & Muhlhausen, 2020; Kruzhkova et al., 2018). This information is vital

to the present study's focus as, within the juvenile justice system, there are some

disparities regarding male and female youth crimes (Campbell et al., 2018). For example,

males are more likely to be arrested in connection with more violent crimes such as murders and robbery, whereas females are more likely to be arrested for charges related to substances, larceny-theft, simple assault, and disorderly conduct (Damme et al., 2017; Ehrmann et al., 2019; Harp & Muhlhausen, 2020). For this study, it is essential to understand what is classified as criminal behavior for female youth as the participants selected for this study are parents of that population.

The differences within the types of crimes that lead to the youth's arrest are essential to the outcome of the youth's case. Focusing specifically on female youth involvement with the juvenile justice system, current researchers have drawn a connection between experiences of running away and criminal activity (Baek et al., 2017; Radu, 2017). For example, researchers reported that females run away at higher rates than male youth, mostly due to their household issues (Baek et al., 2017; Radu, 2017). This connection is essential to understand for multiple reasons. First, repeated instances of running away increase the likelihood of the female youth's involvement in violent crimes (Radu, 2017), leading to incarceration and increased time away from home. Secondly, youth often run away to escape issues they are having within the home, most often with their parents/guardians, such as abuse or continued discord (Crosland et al., 2018). With repeated experiences of running away being an identified crime that can result in time in detainment, it is crucial to understand that the pairing of such experiences results in the prolonged time that the parent/guardian is not acting within the parent role.

African American Female Youth

Current research findings also highlight the overrepresentation of African Americans in the juvenile justice system, as African Americans made up 50% of youth arrested in 2018 and 41% of youth held in residential corrections placement, although they only made up approbatively 16% of the total youth population (Ehrmann et al., 2019; Hassan & Carter, 2020; Kolivoski et al., 2017; OJJDP Statistical Briefing Book, 2019). The issue of overrepresentation is especially real when looking at the statistics of African American female youth. For example, in 2018, approximately 216,000 female youth were arrested concerning the crimes listed in the above section, with particular crimes showing a higher representation of charges for African American female youth compared to other races (Ehrmann et al., 2019; Harp & Muhlhausen, 2020). The presented statistics are imperative as this study focuses on parents of African American female youth, who often experience a slightly different set of issues within the justice system due to their race's systemic issues (Kim et al., 2020). According to the OJJDP report, African American youth made up a higher percentage of cases where the outcome was a referral, diversion, detention, petition, adjudication, probation, or placed elsewhere compared to Caucasian female youth (Harp & Muhlhausen, 2020). Researchers connect such statistics to the school-to-prison pipeline, centered around stereotypes, false perceptions (Hassan & Carter, 2020), and increased school discipline policies, targeting African American students more than Caucasian students (Marchbanks et al., 2016).

Hassan and Carter (2020) discuss the disparities between African American females and Caucasian females concerning the school-to-prison pipeline. The School to Prison Pipeline refers to the punishment of at-risk youth within the public school system

based on identified stereotypes and negative perceptions of the students (Marchbanks et al., 2016; Sykes et al., 2017). Such punishments can significantly impact the student's education/grades and increase the likelihood that the youth will enter the juvenile justice system (Sykes et al., 2017; Unnever et al., 2016). More specifically, when looking at African American female youth, the literature highlights the increased likelihood that these students receive out of school suspension or harsh punishments for minor offenses such as the clothes they wear, the style of their hair, and their perceived aggressive attitudes (Sykes et al., 2017). If the child received an out-of-school suspension, that could impact the parent's stress level based on the arrangements needed to accommodate the child being home (Kim et al., 2020). Researchers also found that female students who are targets of the SPP are likely to have underdeveloped social skills and increased chances of having mental health struggles (Kempker et al., 2016; Marchbanks et al., 2016; Welch-Brewer, 2017). With the continued differences in how African American female youth are punished based on their skin color rather than the infraction, it is essential to look at adolescent behaviors' continued identification as criminal actions.

Criminalization of Youth Behaviors

Adolescence is a period where youth engage in the continued development of their independence and self-identity, which, for some, may include involvement in risky behaviors (Kauser & Pinquart, 2019; Kempker et al., 2016). At this particular stage of life, parents/guardians may also experience a shift in their child's parenting style (Kauser & Pinquart, 2019). As mentioned above, youth arrests are due to widespread actions defined as criminal activity by the law; however, through the years, there has been a

noticeable increase in the criminalization of less severe youth actions (Brent, 2016). The rise in criminal referrals for adolescent behaviors has become prominent within the education system due to the SPP and school systems' playing an essential role in the socialization aspects of a youth's life (Collier et al., 2018; Marchbanks et al., 2016). Since adolescents are typically under the care of their parent/guardian, incidents that occur within the school system typically result in the parent/guardian notification, which can create increased stressors based on the nature and outcome of the incident (Vidal & Woolard, 2016).

For example, truancy is among the behavioral infractions a youth can be charged with, which has the potential for arrest and even detainment (Harp & Muhlhausen, 2020). Although there are alternatives for how the school administration can handle excessive absences from school before taking legal action, a percentage of youth arrests and detainments are due to truancy (Maynard et al., 2017). Additionally, actions such as vandalism, fighting within a group home, the attire was worn to school, running away, substance-related charges or fighting can result in out of school suspension, expulsion, and even detainment (Baek et al., 2017; Collier et al., 2018; Flores et al., 2018). Such results are exceptionally accurate for African American youth, who are twice as likely to be suspended or expelled than white youth (Welch-Brewer, 2017). These statistics are essential to understand for the present study as researchers continue to study such issues and their impact on the youth, but there is limited research on the parents' impact.

Another topic discussed within the research is changes made within the school systems over the past 20 years to combat students' misbehavior within the public school

system. Across the United States, school systems have increased police officers' presence

working in the schools, metal detectors, and the implantation of zero tolerance policies

(Brent, 2016; Collier et al., 2018). Researchers report that the increased discipline

measures and policy changes are a likely result of the history of unsafe school situations

occurring across the United States for students and school personnel over the years

(Collier et al., 2018). However, researchers indicate that such changes have also blurred

the lines between when an action warrants school discipline and criminal justice

involvement due to the increased connection between education and legal systems (Brent,

2016).

Another trend presented within the literature centers around the youth's mental

and physical wellbeing. It is essential to consider the overall wellbeing of the youth as it

is possible, the child may have experienced maltreatment within their home leading to

acting out behavior (Branson et al., 2017; Simons et al., 2017), which warrants a different

level of family intervention rather than incarceration. Current literature highlighted the

need for a paradigm shift to a more trauma-informed lens to increase understanding of the

experiences of the youth who display behavioral issues that may result from the

functioning of their family/household or social experiences (Branson et al., 2017). Using

truancy as an example, a child who is reportedly absent from school could be a matter of

some trauma (i.e., abuse or neglect), having to work or take care of younger siblings

rather than their active decision to skip school. Skipping school can also be an attempt to

avoid an unpleasant situation such as a bully or seeing a peer who sexually assaults them

and vandalism being away for the youth to feel connected and supported (Kruzhkova et

al., 2018). If such behaviors are left unexplored or lack a full understanding of what is driving the behavior, youth and their families may enter into a cycle of criminal justice involvement rather than addressing the experience driving the behavior (Kruzhkova et al., 2018).

Detained/Committed Female Youth

In the United States, roughly 35% of female detained juveniles are detained for at least 30 days, awaiting adjudication or commitment (OJJDP Statistical Briefing Book, 2019). Researchers have discussed at length the increased use of diversion programs within the juvenile justice system, especially for first-time offenders, with various referrals for the youth and their families to decrease multiple incarceration rates (Brown et al., 2017; Kokkalera et al., 2018; Ryan et al., 2015). For example, youth who entered the juvenile justice system due to substance abuse related issues may be required to engage in substance abuse treatment at an inpatient facility or counseling services rather than placement in a juvenile detention center, which in turn can also have an impact on the parents/guardian due to the demands of such program (Kim et al., 2020).

It is important to note a difference in minor offense interventions, significant charges, substance abuse, and truancy charges (Brown et al., 2017). For example, the lesser the charge, the higher likelihood the youth will not be detained or incarcerated. However, as stated above, many states have shifted how they respond to juvenile offenders moving to more evidence-based and rehabilitative models rather than focusing only on the community's safety and control (Cleary & Brubaker, 2019; Turner et al., 2018). So, amongst those detained/incarcerated, their individual needs are more likely to

be assessed and have an increased chance of including the family throughout (Simons et al., 2017; Welch-Brewer, 2017). For the present study, it is essential to understand that parents may have different experiences with their child's reintegration, pending their level of involvement before the child's release. Another aspect that researchers discussed that aided detention facilities in their shift to rehabilitation is a focus on the co-occurring factors that can place juveniles at a higher risk for detainment, such as existing mental health, substance abuse, trauma, issues with social support, and issues within the home (Leve et al., 2015; Wilkinson et al., 2019).

Mental Health Impact and Youth Detainment

With the continued increasing percentage of female youth within detention centers, it is vital to understand the role mental health can play in the behaviors that result in incarceration. Compared to the non-incarcerated, there is a higher likelihood that incarcerated female youth struggle with mental health or substance abuse/use disorders (Nelson et al., 2016; Ti et al., 2019). A diagnosis such as major depressive disorder, anxiety, and trauma are prevalent within African American girls stemming from the impact of stereotypes, life experiences, and emotional regulation issues centered around society's expectation of women of color (Sanders et al., 2019; Williams & Jackson, 2019). More specifically, when connecting a youth's life experiences to their parents/guardians, the researcher pointed out that a child's first experiences of social interactions and emotional regulation are related to their parent/guardian's style (Sanders et al., 2019).

Findings from Malvaso et al. (2018) highlighted the importance of looking at maltreatment's role in youth offenders' offending behavior. For example, abuse or neglect within the home may create a need for the youth to seek affection, love, and acceptance from their peer group to mitigate their negative experiences (Wang, 2019; Wolff & Baglivio, 2016). These aspects directly reflect the welfare and protection element that Mowder discusses within the PDT, which impacts the youth significantly (Kim et al., 2020). Researchers have also highlighted the mental health changes noticed within incarcerated youth, such as increased anxiety and PTSD because of the living conditions within the detention center, which can have a significant impact on the reintegration process for the parents/guardians (Underwood & Washington, 20; Wolff & Baglivio, 2016). Falling in line with the previous discussion about the paradigm shifts occurring within the juvenile justice system, researchers found increased success with the parent/guardian's involvement within the youth's care from the day of placement as a way to mitigate some of the adverse mental health effects, especially those connected to stigmas and stereotypes of African American Youth and families (Kolivoski et al., 2017).

African American Youth and Detainment

Existing reports concerning the overrepresentation of African Americans within juvenile detention centers report that in most states within the United States, African American/Black youth offenders exceed the rates of other races/ethnic groups making up 40% of the detained youth population in 2018 (OJJDP Statistical Briefing Book, 2019). I have highlighted the overrepresentation of African American youth in detention centers and the higher likelihood of more severe punishments for less severe crimes. There are

many researchers whose work provides support for exploring the factors that play into experiences within the juvenile justice system for youth and their parents (Kolivoski et al., 2017). For example, youth who fit a particular stereotype or are attempting to escape an unsafe and unhealthy home environment are placed at a higher risk for criminal activity based on societal and political norms (Unnever et al., 2016; Williams & Jackson, 2019). Such societal and political norms are connected to the systems and structures created within the youth's various institutions, with the school system, SES, and location being among the biggest (Abrams et al., 2021).

An existing body of research explores the reality of a youth's skin color, playing a significant role in criminal activity involvement (Unnever et al., 2016). For example, researchers have found that individuals with low social and economic status are more likely to engage in criminal activity (Reed & Adams, 2020; Williams & Jackson, 2019). Existing literature also highlights exposure to community violence as an indicator that places A.A. youth at a higher risk of criminal activity due to their possible location (Reed & Adams, 2020; Williams & Jackson, 2019). One of the most prevalent trends discussed in the literature regarding African American incarcerated youth is the issues connected to their household and family dynamics (McCrea et al., 2019; Reed & Adams, 2020).

Female Foster Care Youth

For the present study, a parent/guardian is not restricted to the biological parent but may also include the adult who has assumed primary custody of the youth within their home. Approximately 600,000 children enter the child welfare system due to abuse and neglect in the U.S. annually (de Carvalho & Chima, 2020). A critical discussion

within the literature surrounds crossover youth, which researchers define as foster care youth who cross over into the juvenile justice system (Flores et al., 2018). Researchers highlight the unique experiences and struggles crossover youth face both in and out of detention centers. For example, some youth may see a time within detention as a way to escape a foster home placement that they do not like for several reasons, so they are more likely to engage in running away, leaving home, breaking rules of the household, or constant confrontation with their foster parent (Crosland et al., 2018). Such behaviors can present a significant challenge for the foster parent/guardian regarding attempting to help the child reintegrate into the home successfully, especially after increased time in a detention center (Kolivoski et al., 2017). On the other side, the longer crossover youth is in detention due to severe crimes or repeated offenses, the more struggles they can have with reintegration (Kim et al., 2020).

Other examples include ongoing maltreatment (from foster or biological family), aggression, and anger as predictors of violent convictions among foster care youth (Crosland et al., 2018; Malvaso et al., 2018). Such behaviors can present a significant challenge for the foster parent/guardian regarding attempting to help the child reintegrate into the home successfully, especially after increased time in a dentation center (Menon & Cheung, 2018). Such challenges may exist due to the youth's struggle with stability, inclusion within the household, and the number of placements the youth has experienced (de Carvalho & Chima, 2020). Many research studies focus on African American crossover youth involved in activities deemed illegal or criminal. Implications from the existing research regarding crossover youth discuss the need for possible youth

involvement in their placement decisions to increase their connection with the foster parent/guardian (de Carvalho & Chima, 2020) and decrease their likelihood of re-entering a detention center.

Multiple Incarcerations

It is predicted that in the U.S., between 45 – 80 % of youth re-offend, leading to more than one incarceration within a few years post-release (Ruch & Yoder, 2017). Historically, researchers also explained that recidivism is a combination of shared traits rather than a single definition utilized across all fields (Zgoba & Salerno, 2017). Those shared traits include an event that releases them from criminal consequences, some failure action/event following the release, or a period where the individual's behavior is examined (Zgoba & Salerno, 2017). However, researchers began to move away from the term recidivism in recent years due to its harmful condensation towards the offender (Wolff & Baglivio, 2016). Such a word focuses more on what the offender continues to do wrong rather than looking at the factors that can lead to repeated offending (Wolff & Baglivio, 2016). For the present study, it is essential to understand the shift from using the term recidivism as it provides a basis for some of the concepts explored within the study regarding the parent/guardian's experiences.

Instead of using the term recidivism, I used the terms multiple incarcerations or re-offending. Multiple incarcerations or re-offending will refer to the relapse of criminal behavior resulting in some juvenile justice intervention (i.e., detention, probation, diversion program) (National Institute of Justice, 2014; Welch-Brewer, 2017). Researchers highlight that female detainment/incarceration during teenage years

increases the likelihood of incarceration as an adult due to repeated engagement in criminal activity (Baglivio et al., 2015; Welch-Brewer, 2017). Although juvenile offenders are at risk of re-offending, certain factors impact their chance—for example, unaddressed mental health issues within the home and unresolved trauma. Researchers also identify parent involvement as an essential factor in predicting re-entry into a juvenile detention center, with parent/guardian supervision playing a significant role (Fine, et al., 2020; Simons et al., 2016; Welch-Brewer, 2017).

Leve et al., (2015) report that factors including a history of running away and change in family placement or stability can be factors that predict multiple incarceration rates into adulthood for female youth. In the present study, I sought to gain insight into parents' perspectives of how their stability and behaviors impact their ability to reintegrate their child into the home successfully. Also, the literature focused on the youth's experiences report that maltreatment of the youth and unstable parenting or living situation can have a significant impact on a female's youth's ability to manage behaviors and emotions, which in turn can have a significant impact on the reintegration experience for the parent/guardian (Baglivio et al., 2015; Kauser & Pinquart, 2019; Wang, 2019). On the other hand, researchers have also discussed and created ways to decrease re-entry rates across the United States.

Alternative Consequence Methods

Perhaps one of the most common ways many states across the United States seek to decrease re-entry rates is by shifting intervention methods and models (Brown et al., 2017; Cleary & Brubaker, 2019) after continually high rates. For example, some states,

such as the Commonwealth of Virginia, have adopted the *Missouri Model*, which includes thought-out placement for juvenile offenders (Cleary & Brubaker, 2019), which focuses more on rehabilitation therapeutic interventions (Cleary & Brubaker, 2019). Two of the most studied juveniles' interventions are diversion programs and increased family engagement and involvement during youth incarceration (Brown et al., 2017; Karam et al., 2015). These interventions have been used increasingly for first-time offenders.

Diversion can also occur without an arrest at the police officer's determination, pending the offense, which would be known as an informal diversion (Schlesinger, 2018). However, if the youth goes through the intake process, a formal diversion may be granted, such as probation or treatment within the community (Schlesinger, 2018). With this in mind, parent involvement during this process may vary, but a parent will likely be involved in a formal diversion plan is utilized (Folk et al., 2019). Although alternate consequences exist, it is still possible for youth and families to experience separation due to detainment while the court proceedings take place. For the sake of this study, a minimum time limit on how long the youth is detained has been established based on existing statistics.

Parent Role and Style Development

Much of the existing literature concerning parent involvement and juvenile delinquency centers around particular parenting styles and their relation to juvenile criminal activity (Paik, 2016). For example, researchers have found that youth whose parents use an authoritarian style has a higher likelihood of being involved in criminal activity than youth whose parent's style are authoritative and permissive (Pinquart &

Gerke, 2019). The difference between the three parenting styles is said to be due to the level of control and demand the parent holds over the youth, which impacts the youth's emotional regulation, feelings of trust from their parent, and communication to their parent (Paik, 2016; Pinquart & Gerke, 2019). Although there is literature surrounding youth's reintegration experiences pre- and post-detention, there is scant research regarding the parent/guardian's experiences and how their social role and parenting develop from their child's entry in detention to reintegration (Unnever et al., 2016).

The present research study's focus was to increase understanding of parent/guardians' experiences with the reintegration of their daughters through the lens of the development of the parents/guardians during that time. I have referenced the importance of parental involvement and engagement within a juvenile's legal process and detainment/incarceration throughout this chapter. According to Simons et al. (2016), several family factors can play a role in adolescents' risk of engaging in delinquent behaviors within the teenage years. Such factors may include parenting skills, presence (emotionally and physically), prior criminal involvement on behalf of the parent, and abuse (Kauser & Pinquart, 2019; Simons et al., 2016). With this concept in mind, often referrals are not made for parents who need treatment for their struggles, even though researchers support the essential role that parents play in their youth's life during this time (Baglivio et al., 2015; Kruzhkova et al., 2018; Pradityo, 2016).

A common theme presented throughout the literature regarding the juvenile justice system highlighted the need for increased protective factors as a way to decrease re-entry into the detention center for the youth, causing a further impact on the

parent/guardian's development and role with their child (Barnert et al., 2015; Simons et al., 2016). Based on a research study conducted by Barnert et al. (2015), which focused on female youth's perceptions of their experience within a juvenile detention center, the home was identified as an important place where the youth should feel protected. Many researchers described most detained youth's home life as chaotic, dysfunctional, or having an absent parent (Baglivio et al., 2015; Barnert et al., 2015; Kruzhkova et al., 2018). Current researchers describe a poorly established or unhealthy parental role or parenting skills as a significant factor in the lack of protection youth feel within their home due to increased maltreatment chances (Kokkalera et al., 2018; Sattler & Thomas, 2016; Turner et al., 2018). Researchers continue to study how youth perceive their home life at length; however, what appears to be lacking is a full understanding of the parent's experience once the youth return home (Menon & Cheung, 2018).

When speaking of parent development, there are several factors that one must consider. Some of those factors include the responsive approach to the child, supervision, mental health of the parent, coping with stressors, and the parent-child relationship (Leve et al., 2015). Such issues appear to create a cycle in which the youth may engage in delinquent behavior to cope, or the parent may engage in harmful parenting tactics in response to the child and their own unmanaged emotions (Brown et al., 2017; Leve et al., 2015; Wilkinson et al., 2019). Researchers report a noticeable decrease in rates of juveniles when parents have a positive relationship with their child as parents to tend to take on several roles for their child and see them as a source of support during times of distress (Brown et al., 2017; Leve et al., 2015).

Bonding

Current researchers explained that the parent-child relationship makeup and creation impact the bond due to aspects, such as blended families, foster/adoptive families, and discord between parents (Masud et al., 2019; Mathews et al., 2019). For example, a parent who enters their child's life as a stepparent may experience different struggles in building a bond with the child compared to a parent who has birth to/been involved in the child's life since birth. Mathews et al. explained that bonding focuses on the parent/guardians' positive effects on their child (2019). With these concepts in mind, it will be important to understand the family unit's makeup and information regarding the parent-child bond from participants, as elements may influence the reintegration experience.

Another critical aspect to discuss regarding this element is the difference between bonding and attachment. Mathews et al. explained that bonding focuses on the parent/guardians' positive effects on their child (2019). Lastly, the existing literature also highlights the presence of the lifespan development regarding PDT, as it is noted that the bond between a parent and child may change over time based on the child's needs and temperament, disagreements in parenting styles/decisions between parents or other adults connected to the child (Mowder, 2005; Wang, 2019). A parents/guardian's development is imperative to understand regarding the present study, as current research highlights the impact on the parent-child bond and reintegration experience the longer a child is out of the home, which also causes a shift in the parent/guardian's style (Smetana, 2017).

Discipline

Researchers conclude that a parent's demeanor, response to their child's behaviors, and ability to set and stick to limits can play a significant role in a child's behavioral problems or lack thereof (Grusec et al., 2017; Masud et al., 2019; Mowder, 2006). For example, a parent's stern and cold demeanor towards their child's behaviors may increase struggles within the child's ability to handle stress and unpleasant emotions (Assari et al., 2020; Masud et al., 2019; Mowder, 2006). I asked questions about the parents/guardians' discipline style towards their children and the discipline they received from their parents to gain understanding. I also asked about any changes that may have occurred during the reintegration process to better understand the development of a parent's/guardians' discipline style. Grusec et al. (2017) note that the development of a parent's discipline style and the impact on a child is a complex topic due to the array of elements that can impact both, which falls in line with the premise of PDT.

Education

A core focus of PDT is the lifespan development of a parent based on their social role and the child's needs, how a parent educates their child's age influences their child, stage of development, and other aspects, I will discuss later within this section (Durrant, 2020; González et al., 2020; Mowder, 2005). In turn, a child's lack of social development can impact their risk level for engaging in illegal activity that involves them in the criminal justice system (González et al., 2020; Mintz et al., 2017; Mowder, 2006). For the present study, researchers highlight the importance of the education element discussed within PDT, as the parent's experiences receiving education, teaching, and guidance from their parents can play a role in how the parent/guardian does the same with their child

(Assari et al., 2020; Mowder, 2006). For example, a parent who may have experienced ongoing discord and high-stress reactions or deliveries of information from their parents as a child may implement the same learned methods with their child. Such delivery methods increase a female youth's chances of running away from home or criminal activity involvement, removing them from home (Radu, 2017). Thus, within the present study, questions were asked to understand the parents/guardian's development and teaching methods towards their teenage child before incarceration and during reintegration.

General Welfare and Protection

Researchers explained the possible strain that some parents may feel attempting to meet all of their children's needs, specifically families of a lower SES (Vidal & Woolard, 2016). These elements play a significant role within the present study, as some criminal justice models have begun to place importance on community-based interventions for youth returning home from juvenile detention, which the parents have a responsibility to assure occurs (Menon & Cheung, 2018). Further highlights of this particular characteristic explore the manner (healthy or unhealthy) in which the parent/guardian meets their child's security and safety needs (Menon & Cheung, 2018; Mowder, 2006), which is another significant element that can have an impact on the reintegration experience for the parent. Researchers reported that positive social and emotional development on behalf of the child is directly connected to their general needs being met and feeling protected by their parent/guardian(s) (Assari et al., 2020; Mintz et al., 2017). Within the present study, I asked questions to gain insight and understand the parent's

ability to meet their child's needs and any external aspects that may impact their ability, especially during the reintegration process.

Responsivity

Responsivity is another significant element that informs this research study, as during the reintegration period and throughout a parent's development, their ability to assess and view their child's needs can change. PDT explains that the parent's elements or responsibilities as critical or essential to parenting their child shapes how they respond to their child (Grønhøj & Thøgersen, 2017; Mowder, 2005). For example, if a parent takes on an authoritative style towards their child, they may display responses that can be considered harsh (Wang, 2019), potentially impacting their interactions with their child.

Sensitivity

A major difference between responsivity and sensitivity is that sensitivity focuses on the parent's accuracy regarding what the child is communicating concerning their needs (Mowder et al., 1995; Vrijhof et al., 2020). Sensitivity also plays a significant role in developing a parent/guardian and, therefore, was explored within the present study. Notably, a parent's sensitivity will grow and change over time as their child grows and moves through the various developments (Grønhøj & Thøgersen, 2017; Vrijhof et al., 2020). Although I presented the six characteristics in a particular order within this discussion, it is essential to note that there is no specific hierarchy among these characteristics within a parent/guardian's development. However, I used each of these critical elements of PDT as the basis of the present study. Furthermore, parent social role identity and development also include various individual experiences that shape each of

the six characteristics discussed above, which are also essential to understand when studying a parents/guardians' experience during the reintegration of their child into the home (Durrant, 2020; González et al., 2020; Mowder, 1991).

At this time, existing research that explores parent involvement with the juvenile justice system focuses more on the need for the parent to be involved during the child's incarceration (Brown et al., 2017; Simons et al., 2016) and not the parent's experiences during the reintegration phase post-release. On the other hand, according to Sattler and Thomas' (2016) research findings, many parents see the need for services for themselves as an additional barrier or ineffective. With these conflicting views in mind, this research study seeks to gain information from the parents/guardians regarding their experiences and perceptions of the reintegration process to understand better what is useful and ineffective.

Individual Parent Experience

PDT also considers elements of the parent's experiences, such as family dynamics, culture, religion, mental health, the relationship between the parent and child (Kuppens & Ceulemans, 2018; Mowder, 2005). Family dynamics concerning parent development refer to the family or household (Mowder, 2006). At the start of the interview, I obtained information about each participant's client's household and family makeup as researchers identify possible differences in a parent's development based on family dynamics (see Smetana, 2017). For example, if the child is raised within a two-parent household or one-parent household, are their other children within the home, does one of the parents live outside of the home, and is the parent the child's birth parent,

identified guardian through foster-care or kinship are essential to understand for this study (Assari et al., 2020; Mowder, 1997). When thinking of family dynamics, it is also essential to consider the possibility of the extended family's involvement in the child's parenting (Mowder, 2005; Mowen & Boman, 2017). For example, additional family members interacting with the youth or parent during the reintegration process is vital to understand as such interactions could influence the parent's development and experience.

Perhaps two significant individual experiences include the parent's religious or cultural beliefs. When discussing such elements, it is essential to understand that a parent's perception of their role as parents and the parenting style may be filtered through their religious and cultural beliefs and practices (Mowder, 2006; Smetana, 2017). For example, a parent may look to what is culturally acceptable within their identified group or religious doctrine to shape their viewpoints on responding or disciplining their child. For the present study, it is essential to understand all elements that may impact a parent/guardian's development during their child's reintegration experience as, during that time, the parents themselves may be experiencing certain things based on guilt and shame or fear of judgment (Menon & Cheung, 2018). Including such vital elements of a parent's individual development is critical for this present study due to the heavyweight that individualism plays within a parent's development based on their child's needs (Mowder, 1993).

Additionally, a parent's mental health is another essential element to consider when looking at a parent's social role and development during the reintegration process (Kuppens & Ceulemans, 2018). The ways parents/guardians respond to their child(ren)

can impact their emotional regulation ability and social development (Durrant, 2020). A parent's mental health stability impacts how they bond, discipline, and respond to their child, which are vital elements during the reintegration process (Christie et al., 2019; Grønhøj & Thøgersen, 2017). Mental health also can impact the parent's ability to meet their child's needs based on the severity of their mental health symptoms and how they can educate their children (Christie et al., 2019; Kuppens & Ceulemans, 2018; Mowder, 1997). Within the current study, it will be essential to have some background knowledge on the role the parent's mental health may or may not play in their reintegration and parent development experience. Each of the individual parent experiences/elements discussed above are important as they influence how the parent sees their social role and how they develop as parents (Kuppens & Ceulemans, 2018; Mowder, 1997, 2005, 2006), which the social role development is a significant premise for this study concerning reintegration experiences of parents/guardians.

Reintegration

The impact of incarceration can significantly impact the youth, parent/guardian, and the parent-child relationship dynamics (Paik, 2016). Some research studies have found that the offender and the families they return to may have similar experiences regarding reintegration back into the home that can impact the process's success (Valera et al., 2017). This study will increase understanding of the parent/guardian experiences during the reintegration of their teenage daughter, as I have been unable to locate much research regarding this matter from the parent's perspective. Parents/guardians play a significant role within the reintegration process upon their child's return home due to the

role that the parent/guardian must play in various areas such as setting limits, providing

support and supervision, and assuring the youth is connection any need resources (Ruch

& Yoder, 2017; Semenza & Link, 2019).

Researchers report that for some parents, the inclusion of services upon their

child's return home may increase stress levels within the parent during the phase of

reintegration, shining light on the possible issue of a parent's ability to meet the needs

identified by the legal system upon their child's return (Kapoor et al., 2018; Kokkalera et

al., 2018; Yakhnich & Walsh, 2020). Expanding further on some possible impacts of

parents/guardians with daughters involved with the juvenile justice system, some

researchers have discussed higher rates of alcohol use, untreated mental health, and use

of other substances to cope with their emotions/feelings during that time (Brown et al.,

2017; Kuppens & Ceulemans, 2018). Additionally, increased struggles with mental

health for the parent/guardian can also impact the parent's view of their role as a parent

due to their confidence and competence, which impacts their relationship with their child

(Brown et al., 2017; Semenza & Link, 2019; Smetana, 2017).

Sattler and Thomas (2016) describe additional factors such as negative feelings,

including feeling overwhelmed, powerless, and detached from their child, which can also

hurt the reintegration process. Also, if a parent/guardian does not feel equipped with the

necessary skills, is connected to their community, or has increased thoughts of fear and

crime surrounding their child, the reintegration process can strain their ability to

supervise their children (Simons et al., 2016). Current researchers highlight the increased

need to work with the parent/guardian in the youth's life on their role and parenting style

such as supervision, setting limits, and supporting the youth has been shown to yield more positive results than only focusing on the youth's needs (Simons et al., 2016; Smetana, 2017; Zgoba & Salerno, 2017). How criminal justice reform is handled varies based on the state and the juvenile justice system model. Thus, it is essential to understand some of the current reintegration strategies for this study's purpose.

Current Reintegration Strategies & Family Involvement

The existing researcher studies mostly highlight the need for a shift in reintegration planning based on the success rates of locations that have shifted their models over the last few years (Valera et al., 2017). Researchers highlights that youth struggle to reintegrate back into the home when they are seemingly returning to the same unstructured environments or exposed to risk factors that may have led to their involvement in illegal activity, to begin with (Christie et al., 2019; Ruch & Yoder, 2017). Understanding the environment that the youth returns to highlights the importance of assessing the need for changes within the home environment which the parent/guardian would be responsible for making before and during the reintegration process (Zgoba & Salerno, 2017); however, planning for such changes has been shown most effective from the start of incarceration (Valera et al., 2017). The literature also shows that the pressures of multiple incarcerations can impact the stress level and daily functioning of the parents/guardians, leading to the relevance of the current study to understand the experiences of the parents/guardians (Paik, 2016).

Researchers have found that certain elements increased the process's success rate (Menon & Cheung, 2018; Ruch & Yoder, 2017). Such elements include examining risk

and protective factors, establishing trust between the parent/guardian and child, and connection to positive outlets within the community (i.e., school and work) (Ruch & Yoder, 2017; Valera et al., 2017). Family involvement throughout the incarceration and return home planning process is critical for a more successful reintegration process; however, further exploration of what is necessary for parent/guardian during the reintegration process is needed (Mowen & Boman, 2017). Many systems across the U.S. currently utilize evidence-based approaches such as functional family therapy, family-centered care programs, multisystemic therapy, and multidimensional treatment foster care (Ruch & Yoder, 2017; Turner et al., 2018), which have each yielded positive results as treatment models. Restorative justice interventions and family conferencing before the offender re-enters the home have also assisted with successful reintegration, as it allows those impacted by the incarceration to release any thoughts and feelings (Ruch & Yoder, 2017; Wong et al., 2016).

Even though many justice systems have shifted or are starting to shift their model, there are still methods used to present barriers for the parent/guardians to remain active in their child's life during incarceration (Mowen & Boman, 2017). For example, a parent/guardian's inability to see their child, provide support and guidance, and lack of involvement in the planning of the youth's future can have an impact on how the parent/guardian develops their style based on the youth's needs upon release (Mowen & Boman, 2017). The continued struggles with successful reintegration of youth offenders support the notion of addressing the needs of justice-involved youth and families

holistically rather than looking only at the youth's behaviors as problematic neglecting the involvement and needs of the parent/guardian (Folk et al., 2019; Nelson et al., 2016).

Several research studies have concluded the positive impact of increased family involvement during the youth's incarceration; however, researchers recommend further study regarding the family member's impact (Ruch & Yoder, 2017). However, an existing body of research discusses the negative role that the family or parent/guardian can play in the youth's life, creating more barriers to the successful reintegration process. A vast majority of the literature regarding youth's reintegration into the home upon release from detention discussed factors or ideas that help the youth be successful; however, I have not located a wealth of information regarding what the parents/guardians may experience. Furthermore, most literature focuses on the family as a whole rather than the parents/guardians' individual experiences.

Implications from the existing bodies of research surrounding reintegration highlight the need for increased study of the parent/guardian's perspectives on the process (Gueta, 2017). It is essential to understand the development of a parent/guardian's social role identity and parenting style during the reintegration process when their daughter returns home from detention. An additional understanding of juvenile delinquency, youth detainment, parent/guardian development elements, and reintegration is needed.

Summary and Conclusions

Chapter 2 included a literature review of critical information regarding understanding juvenile Delinquency, detainment/incarceration, parent/guardian roles and development, and reintegration. This chapter also reviewed the parent development

theory as the theoretical framework and how PDT framed the present study. A review of existing research indicated that limited research exists about parent/guardian experience and perception of their teenage daughter's reintegration. In Chapter 3, I review the method and design for the study.

Chapter 3: Research Method

Introduction

The purpose of this generic, qualitative study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. Researchers have found that parent involvement and household structure are vital aspects of study concerning youth's involvement with the justice system (Goldman & Rodriguez, 2020); however, I have found limited research studying parent/guardians of African American female youth social role development during their child's reintegration back home. This chapter provides a rationale for using a generic qualitative research method and uses Mowder's PDT as the framework to help form the research question (Mowder, 1993). This chapter discusses and describes the research design, my role as a researcher, methodology including participant selection and recruitment, data collection and analysis, methods used to address trustworthiness, and possible ethical issues.

Research Design and Rationale

The research question for this study is:

RQ1: What are the reported reintegration experiences and perceptions of the role of parents/guardians of African American female youth between 13 and 17 years of age who have been out of the home for at least 60 days due to living in a juvenile detention center? I used a generic, qualitative design to conduct this study, following the guidelines set out by Cruz and Tantia (2016). The goal of this study is to gain insight and

understanding into Human Service and Social Service/Social Work professionals'

experiences and perceptions of the role development of the parent/guardians in

reintegration. I have determined that a generic qualitative study is the best fit. According

to Cruz and Tantia (2016), a generic qualitative method allows researchers to understand

a particular concept, group, or individual(s). With this goal in mind, a generic qualitative

study is most appropriate rather than a case study, phenomenological study, or narrative

study, as a generic design is a less restrictive and more open methodology (Cruz &

Tantia, 2016).

Role of the Researcher

Within qualitative research, a researcher can play many different roles pending

the study's design. For example, at any given point within a qualitative study, a researcher

can also be an observer, facilitator, and data collector (Cruz & Tantia, 2016). It was my

responsibility to collect, interpret, and report the participants' data (Karagiozis, 2018).

Based on the study's design and methods, I participated in the study, as I designed and

completed all communication and interactions with the participants (Karagiozis, 2018). I

was also responsible for recruitment, initial contact with potential participants,

conducting the interviews, determining the content, asking questions during the

interviews, and providing follow-up communication with participants regarding the

study's results. I understood the role I played during interactions with participants and

how my interactions with participants could influence their engagement and potentially

their interview answers (Karagiozis, 2018).

Although all participants had no prior relationship with me, it was still possible that there was a power dynamic, based on my role as the researcher (Durkin et al., 2020). To mitigate potential power issues, I remained nonjudgmental by keeping my facial expressions and responses to the participants neutral and refraining from interpreting their responses during the interview (see Durkin et al., 2020). I also mitigated possible power dynamics by reminding the participants that they are the experts of their lives and that my purpose was to gain information about their experiences (Durkin et al., 2020). In addition, to remain nonjudgmental, I remained aware of any potential biases that I brought into the study (Wadams & Park, 2018).

Due to my interest in this topic, I had to remain objective at all points of the study. This was necessary to ensure that I did not interpret participants' responses based on what I hoped to hear, but instead interpreted what the participants described as their experiences (Wadams & Park, 2018). For example, it was essential to stay neutral regarding interpreting the study's findings, as some of the results may not have supported what I was hoping to gain (see Wadams & Park, 2018). It was vital for me to remain open to the information obtained and be fair and honest in analyzing and interpreting the data (see Wadams & Park, 2018).

To remain neutral, open, fair, and honest regarding the study's findings, I used various techniques to increase the study's trustworthiness. These techniques were member checking and peer reviews (see Durkin et al., 2020), both of which I discuss further in this chapter. Lastly, I used another strategy to mitigate potential bias during the research

study: reflective journaling (see Wadams & Park, 2018). Now that I have discussed my role as the researcher, the next section will describe the methodology's various aspects.

Methodology

Participant Selection Logic

As I discussed in Chapter 1, I had originally intended a different study sample and population. Initially, I had planned on sampling and focusing on parents and their experiences. When this did not appear to be feasible, I pivoted to a focus on experiences and perceptions of Human Service and Social Service/Social Work professionals' as they worked with and supported parents/guardians and their daughters. In my final study, the population was human and social service professionals who have worked with parents/guardians of African American teenager daughters between the ages of 13- and 17-years old during the reintegration back into the home after at least 60 days of being in detention. Recruitment for participants occurred by posting the flyer on my professional Facebook, Instagram, and LinkedIn pages to reach community members around the United States. I also used the Walden University Participant Pool as another method of recruitment.

Recruitment was non-coercive, as participants' involvement was 100% voluntary. I had no prior relationship with participants. I used purposive and convenience sampling strategies to recruit participants for the study, as these strategies assured that participants met specific criteria to engage in the research study (Vasileiou et al., 2018). Inclusion criteria for sampling included individuals who identified as a professional who worked in human and social services fields. Participants must have worked with a parent/guardian

of an African American teenage (13 to 17 years old) daughter placed in juvenile detention for at least 60 consecutive days. Individuals excluded from the sample population included individuals who did not identify as a human or social service professional who has worked with a parent/guardian for the youth parents/guardians whose child has been in a juvenile detention center for more than 60 days.

Recruitment was conducted online. I listed the inclusion criteria on the recruitment flyer and provided additional context for inclusion and exclusion criteria for posts made on Facebook, Instagram, LinkedIn, or shared. I used a brief screening tool to ensure that the participant(s) meet the criteria during an initial phone call or e-mail contact (see Friedman et al., 2015). The sample size for the present study was 10 participants. This sample size was selected based on a suggested range of 15 – 30 participants for generic qualitative research studies (Anderson et al., 2020; Atieno, 2009; Sattler & Thomas, 2016).

I created a flyer for recruitment. Once the flyer obtained IRB approval, I post the flyer on my professional social media pages such as Facebook, Instagram, and LinkedIn to reach additional participants outside of my area. I also provide the recruitment flyer and additional information to Walden University and requested that the information be posted on the Walden University Participant Pool. Each flyer provided brief information about the study and direct contact information to allow potential participants to reach out to me if interested (Friedman et al., 2015). Before posting the flyer, I obtained approval on the flyer from IRB.

Once participants contacted me by phone or e-mail, I provided brief information about this study via phone or e-mail. Upon receiving an e-mail from a potential participant indicating their interest in participating in the study, I sent informed consent information within my reply. Due to COVID-19, all participant interviews were conducted virtually via Zoom. I also made myself available to answer any questions the participant may have about the study via phone or e-mail before the scheduled interview. I knew I reached sample size saturation after the 8th participant interview as no new information emerged from the interviews (Braun & Clarke, 2019). However, I conducted two additional interviews to ensure no new information would emerge, bringing the total number of participants to 10. In the next section, I discuss instrumentation and the items used for data collection and development for the study.

Instrumentation

As the researcher, I was one of the instruments to gather and collect narrative data from the participants. I was responsible for developing the semistructured interview protocol used for the participant interviews. Although I used an interview guide, it was also my responsibility to remain present with the participants and take notes based on participants' responses and feedback to the interview questions throughout the interview. The interview questions were developed based on the essential concepts of Mowder's PDT.

I set out with keywords and areas of focus when I created the interview questions. The interview questions focused on the professionals' experiences and perceptions of the role of parents/guardians in their daughter's reintegration back into the

home after at least 60 days in juvenile detention. Some of the critical patterns identified in the existing literature are the importance of parent/guardian involvement, limited support and services for parents/guardians, and a lack of insight into parents' experiences with reintegration regarding their female child (Anderson et al., 2020). Some of the keywords or phrases I used in the interview questions included *experience, perception, detention, return home, part of parent/guardian,* and *relationship.* In terms of data analysis, I rephrased some of the words such as *return home* to *reintegration* as that is a key term that is the focus of this study. Developing the terms and phrases used within the interview questions combined some of the essential aspects of the problem and theoretical framework used for this study (see Mowder, 2006).

Research ethics were an important part of the research process. When developing the interview questions and conducting the interviews, I was mindful of the ethical guidelines and effective interviewing skills (Rubin & Rubin, 2012; Yeong et al., 2018). Some aspects that I considered were the risk/benefits of the interview for the participant, assuring that there was no harm done during the interview, appropriately using open-ended and probing questions, and ensuring that the questions asked were related to the purpose of the research study (see Yeong et al., 2018). Lastly, researchers stress the importance of creating a script within the interview guide, which includes an introduction, various types of interview questions, and closing statements (Castillo-Montoya, 2016; Yeong et al., 2018); however, during the interview, based on the participant's response it was not sometimes appropriate for me to follow up with question not outlined on the script. I have attached the interview guide in Appendix A.

Procedures for Data Collection

I used semistructured, online interviews to collect data for this study. I conducted 60-minute, semistructured online interviews with human service and social service/social work professionals who have worked with parents/guardians of African American female teenage youth reintegrating back into the home in some capacity. Before scheduling the online interview, potential participants gave written consent, via e-mail, after reviewing informed consent form. The interviews consisted of completing a brief introduction, reviewing informed consent forms, and answering participant questions before starting the interviews. Once complete, I began the interview using an interview protocol that included various open-ended main questions and probing questions focused on the participant's experiences and perceptions based on PDT elements (Moser & Korstjens, 2018). Each interview was audio recorded using the record feature within Zoom. I also took notes throughout to capture my thoughts and participants' responses to the interview questions. Once the interviews were complete, I transcribed and coded the information, which I discuss further below.

Due to the current global crisis with the COVID-19 pandemic, phone or online interviews presented the best advantages. Such advantages include interviewing participants in different states, possible increased privacy, and relaxation of the participant. I could still record the interview using Zoom for data analysis. The interviews were scheduled based on the participant's availability and ability to speak in a private setting to minimize disturbances. I conducted each interview in a secure and private location, behind a locked door. I also wore headphones during the interviews to further

protect the information obtained during data collection. Participants chose the location

that provided them privacy during the Zoom call. Once each interview was complete, the

participants could ask additional questions or discuss any referrals or resources needed to

provide additional support for any emotional needs activated during the interview. Lastly,

if too few participants were initially recruited, so I reposted and reshared the flyer to

obtain the desired number of participants to reach data saturation.

Data Analysis Plan

I used content analysis to analyze the interviews, as described by Renz et al.

(2018). Using content analysis meant implementing the steps that I describe in the next

section to code the interviews' transcripts and analyze and group the data. Analysis

focused on themes, patterns, and summaries of the professionals' experiences and

perceptions regarding the parents/guardians' roles, until data saturation was reached

(Renz et al., 2018). I chose this analysis method as it was the best fit for the research

study and the methods used to collect data. To obtain themes, categories, and summaries

of the data, I used Saldaña's 1st and 2nd cycle coding method as this method allows me to

create a set of codes upon the 1st cycle, to identify themes further, and obtain overall

meaning from the data (Saldaña & Omasta, 2016).

Coding

I used transcription software to transcribe the entire interview and then code the

transcriptions myself (see Moser & Korstjens, 2018). I did not use coding software, as I

preferred to code the interviews manually after each interview transcription. Following

Saldaña's coding procedures, I started with the 1st cycle of coding, in which I developed

words or phrases based on the content and statements made by participants (see Saldaña & Omasta, 2016). After completing the first coding cycle, I used secondary and tertiary coding methods based on the themes found within the words developed within the 1st cycle coding procedures (see Saldaña & Omasta, 2016). Once all coding was complete, I used content analysis to develop categories based on the codes and themes created from the cycling methods (see Saldaña & Omasta, 2016).

Issues of Trustworthiness

Creditability & Dependability

There were several steps that I took to increase the trustworthiness of the study. I used peer debriefings by having at minimum weekly meetings or conversations with my chair and another student or colleague to increase credibility (see Richards & Hemphill, 2018; Rogers, 2018). I also planned to share the raw data with my chair to review and verify the appropriate interview technique. Other methods that I used to increase credibility included consistent reflective journaling, taking field notes, and creating memos throughout the data collection and analysis process (see Amankwaa, 2016). Member checking was another method I used to increase credibility by asking participants to elaborate on statements made and verify that I have interpreted their points correctly (see Varpio et al., 2016). Regarding dependability, I utilized peer review methods (as discussed above) and re-coding strategies to increase my findings' sustainability (see Amankwaa, 2016; Richards & Hemphill, 2018; Rogers, 2018).

Transferability & Confirmability

To increase the chances of transferability of the research findings, I used one method clearly defined in the purposeful sampling strategy (see Amankwaa, 2016; Richards & Hemphill, 2018). I utilized thick descriptions by providing detailed information about all research areas and procedures from development through my dissertation findings (Rogers, 2018). Lastly, to improve confirmability, I used reflective journaling as described above, as well as audit trails to increase the likelihood that the findings are a direct result of the data collected rather than my personal opinions (see Amankwaa, 2016; Richards & Hemphill, 2018; Rogers, 2018).

Ethical Procedures

Before conducting the study, I obtained IRB approval and got informed consent by having them write "I agree" via e-mail or at the start of the interview before engaging in data collection to maintain compliance with ethical standards (see Ross, 2019). I also planned to record participants' verbal consent at the start of the recording. Regarding ethical issues, I had to consider the type of sample population I was recruiting to ensure I was not working with participants who were deemed vulnerable (see Connor, et al., 2017). The participant(s) and I remained aware of all potential risks associated with the participant's involvement in the study, which I reviewed during the informed consent discussion (see Connor et al., 2017). Participants' involvement within the study was confidential during the data collection process. I had the participants' e-mail or phone numbers to contact, set up the interviews, and review informed consent. Interviews were audio-recorded; however, I did not need to collect participants' names during the data

collection process. Each participant was de-identified by being assigned a letter to maintain confidentiality before completing the interview that is non-identifiable to their name. Although collected participants' ages, location, race, ethnicity, and profession for demographic purposes and report in aggregate format with the research findings, this information was also non-identifiable due to the de-identifying process.

I debriefed with each participant at the end of each interview and provided them the opportunity to ask questions and inform them that I would summarize the research study's findings written at a 5th-grade English level via e-mail once complete. As a researcher, it was essential to prioritize the participants' safety and conduct the research study ethically (see Amankwaa, 2016). Data collected from the participants is stored on a password-protected device that only I have access to, to protect the participants' information. I will store all participants' data on a password-protected thumb drive for at least five years. After that time, I plan to dispose of the data by crushing the external drive. Lastly, only Walden faculty/staff and I viewed the raw data, as my committee chair assisted with the member checking process.

One aspect for me to be aware of is the sensitive nature of the study's topic and focus. The interview questions ask participants to reflect on the parent development, relationship with a child, and past experiences of parents/guardians they have worked with. One of the ways I helped decrease the likelihood of harmful emotional activation was to minimize questions regarding the participant's personal life experiences from their lens and focus more on the reintegration process the parents/guardians experienced. I also had resources for support services such as emotional support resources for the

participants if they needed to process their feelings after the interview concluded (see Yeong et al., 2018). Another way I was prepared to handle the potential emotions or feelings that came up during the interview was to remind the participant of their right to conclude the interview if they become uncomfortable with the discussion and I had resources on hand for the participants (see Yeong et al., 2018).

As a licensed counselor in the Commonwealth of Virginia, I am a mandated reporter and am legally required to uphold the regulations of "duty to warn" and report any instances of child/elder abuse disclosed during the interview. I was prepared to contact an emergency services worker in the participants area or create a safety plan to assure the safety and well-being of any individuals participant's disclosed may be in acute psychological or physical distress. Lastly, there was a slight chance that participants could experience dissatisfaction with the way their client's legal case was managed during the interview. I was prepared to provide participants with a free Legal Aid resource to contact if they wished to discuss legal proceedings with another professional.

Summary

Throughout this chapter, I have discussed the various aspects of the methodology, including the role of the researcher, instrumentation, and data collection and analysis. Furthermore, this chapter discussed how I planned to address trustworthiness issues and ensure that I uphold and follow ethical procedures throughout the study. This chapter also discussed my sampling strategy, sample size, coding process, criteria for the study, and recruitment plans. Chapter 4 will provide a detailed discussion of the results of the study.

Chapter 4: Results

Introduction

The purpose of this generic, qualitative study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. This study provided an exploration of the professionals' account of parents/guardians' viewpoints concerning their roles during their daughter's reintegration back into the home as reported by professionals who have worked with the youth or parents/guardians. The research question for this study was:

RQ1: What are the reported reintegration experiences and perceptions of the role of parents/guardians of African American female youth between 13 and 17 years of age who have been out of the home for at least 60 days due to living in a juvenile detention center? In this chapter, I will review the dataset, the demographics of the selected participants, the process of data collection, and data analysis. I will also review evidence of trustworthiness of the study.

Setting

Regarding the setting of this study, I initially hoped to conduct the research for this study in various states across the United States, with the virtual interviews. However, the data collected came from providers in different cities in the Commonwealth of Virginia. I completed 10 interviews using a 23-item, open-ended interview guide. All participants self-identified as providers who worked with African American teenage

females placed in juvenile detention and their parent/guardian. I interviewed the participants between August and September 2021. Potential participants responded to the research flyer by contacting me via e-mail to express their interest in the study. Within my initial response e-mail, I informed potential participants that interviews would be conducted virtually. The participants and I then agreed on a mutual time and date for the interview. During the data collection period, I maintained a participant contact sheet that listed the first name of each participant, which allowed me to locate their e-mail thread if needed for setting up the interviews. Ten participants were included in this research study, all conducted via Zoom.

Demographics of Participants

Moving into the demographic information of the participants. Fifteen potential participants expressed interest in participating in the study, all of whom met the criteria of self-identifying as human service professionals working in mental health, social service, or juvenile justice, currently working within the field, with parents or guardians. Five potential participants did not respond after the initial contact, leaving 10 participants who consented to move forward with participation after the initial contact. To ensure confidentiality, all participant names were deidentified using a unique identifier. I replaced their names with a coded letter (i.e., Participant A), and I kept the list of names on a password-protected device separate from the device where each interview was stored. All participants met the criteria for inclusion in the research study; therefore, all data collected from each participant is considered relevant to the study's purpose (see Onwuegbuzie & Collins, 2017).

All participants self-identified as professionals within the human service, social services, or juvenile justice field. Participant positions included two licensed clinical/mental health professionals, one probation officer, two therapeutic foster care clinicians, two behavior interventionist/in-home therapists, one mental health skill builder, one residential counselor, and two case managers. Seven out of 10 participants identified working directly with youth placed in detention as their primary client and with the biological parent or grandparent secondary during the reintegration phase. Two out of 10 participants reported working with crossover youth, meaning youth involved with the juvenile justice system and placed in foster care (see Flores et al., 2018). These two participants did not interact with the youth's biological parents/family but worked with the foster parent of the youth. One participant disclosed working with the youth's parent as a primary client but providing some services to the detained youth in a secondary capacity. During each interview, I asked all participants to self-identify their race, gender, job title, and years of experience during the interview recording. See Table 1 for a representation of participant demographics.

Table 1

Participant Demographics

Participant	Gender identity	Race	Job title	Years of experience
A	Female	African American	Licensed Professional Counselor	17 years
B	Female	Bi-racial	Qualified Mental Health Professional	6 years
C	Male	African American	Probation Officer	14 years
D	Female	African American	Mental Health Skill Building	7 years

E	Female	African American	Therapeutic Family Clinician/LCSW	7+ years
F	Female	African American	Therapeutic Family Clinician/Case manager	5+ years
G	Female	African American	Qualified Mental Health Professional	10+ years
H	Female	African American	Intensive in-home	4+ years
I	Female	African American	Counselor	4+
J	Female	African American	Intensive In-home/Social Service Worker	10+ years

Data Collection

All participants worked with African American, female youth who were out of the home for at least 60 days due to placement or commitment in a detention setting and the focused their support on parent/guardian during the youth's reintegration back into the home. All participants in this study reported having experience working with crossover youth/families at some point in their career, even if that was not the identified population. However, eight out of 10 participants in this study reported working with the youth and their biological parents or grandparent. The data collection instrument utilized for the research study was a 23-item open-ended question guide (see Appendix A), which I developed based on the purpose of the study and the key elements of Mowder's PDT (1991).

All data were collected via virtual face-to-face interviews via Zoom and recorded using the Zoom record feature. Each participant attended one virtual interview that ranged from 50 to 75 minutes in duration. After each interview, the recording was downloaded and saved on a secure password-protected location, to which only I had

access. Each participant's interview was deidentified using a letter to protect their

identity, and all other identifying information (i.e., place of work) was changed as

needed. Because Zoom provided both an audio and video recording of the interview, the

video recordings were saved on a separate password-protected device from the audio

recording to protect the participants' identities further. The next section will outline the

steps and procedures I used to analyze the collected data.

Data Analysis

Data analysis began with a transcription of the audio recording of each interview

using the Microsoft Word transcription feature. I then manually reviewed the transcript

for accuracy by listening to the audio recording while reading the corresponding

transcript word for word and making any necessary corrections. There were no variations

to data collection from the final plan presented in Chapter 3. Furthermore, there were no

unusual circumstances encountered during data collection. I emailed copies of the

transcripts to my dissertation chair to further check for verification and triangulation. No

changes were made to the transcripts at this point.

To begin the analysis, I read and reviewed each of the ten interview transcripts

multiple times and took notes on the transcripts according to responses to the 23-item,

open-ended interview questions. In addition, I reviewed the notes I took on the interview

guide for each interview and included any relevant notes on the corresponding transcript.

I included highlighting frequently used words, phrases, and ideas in my reviews of the

interview transcripts. Next, I gave all highlighted pieces of data a code, which I wrote on

the transcript by hand. I then transferred all the data into a spreadsheet to organize the

data in one location for each participant interview. The spreadsheet included the

interview questions, participant responses, line number, 1st cycle code, participant quote

for corresponding code, and 2nd cycle code (category) (see Saldaña & Omasta, 2016).

See Figure 1 for a list of the created codes.

Figure 1

List of Codes

- Supportive grandparent
- Supportive foster parent
- Uncertainty
- Lack of effective parenting
- Authoritarian
- Passive
- Lack of parenting resources
- Detached parenting
- Generational trauma/issues
- Frustrated
- Hands off education
- Talking
- Reactive teaching
- Hands-on education (FP)
- Unhealthy Home environment
- Employment impact
- Resources for child primary
- Social services involved parents have mandated resources

- Hopeful
- Overwhelmed
- Happy
- Anxiety
- Grief
- Guilt
- Normalized experience
- Stress
- Anger
- Fear
- Relief
- Lack of knowledge of resources
- Lack of family support/support system
- Working mother
- Split time between children
- Lack of family systems focus
- Lack of protection for child
- Struggle to meet basic needs

- Tired
- Attend court hearings
- Transportation
- Involved parenting
- Lack of involvement
- Increased supervision
- Set up services
- Supervision
- Communicate with providers
- Visitation
- Phone calls
- 2-parent household
- Foster Care
- Siblings
- Large families
- Absent Fathers
- Lack of effective parenting
- Parentified teen

- Struggles with consistency/commitment
- Repeated cycle of behavior
- Honeymoon phase
- Lack of reintegration planning
- Environmental teachers
- Abusive
- Lack of discipline
- Spankings (younger)
- Taking things/Restriction
- Punishment
- Lack of consistency with discipline
- Parent's lack of understanding
- Daughter's cry for help
- Daughters feel unheard
- Positive relationship when work is done while away
- Communication issues
- Fighting between teen & mom
- Negative relationship

(figure continues…)

• Grandparent	• Single parent	• Unresolved mental health needs in parent & child	• Fighting
• Majority AA female	• Generational trauma/issues	• Lack of parenting resources	
• Use of diversion programs	• Repeat offenders	• Robbery	
• Truancy	• Trouble in the home	• Running away	
• Grand larceny	• Progression of charges	• Racial disparity	
• Assault	• Stealing	• Increased connection to services	
• PO violations	• Group crimes	• Struggles with consistency/ commitment	

The final stage of data analysis included creating a final matrix where I merged codes into common categories across all participant interviews and identifying themes that emerged from the data according to the research question and guided by the ideas in Mowder's PDT (see Mowder, 2005,2006). The categories from the data analysis fell in line with Mowder's six essential elements:

1. Bond/relationship,

2. Discipline,

3. Education,

4. General welfare and protection,

5. Sensitivity, and

6. Responsivity.

Two additional categories emerged identified as individualized parent experiences (parent style/role) and systems issues, both of which connect to Mowder's six essential elements (see Mowder, 2005, 2006). Within each category, a common theme(s) emerged.

Evidence of Trustworthiness

Creditability & Dependability

A crucial element to the reliability of a qualitative research study is trustworthiness (see Ross, 2019). Since all participants self-identified as professionals who worked with African American female incarcerated youth and not the youth's parents/guardians, all data collected regarding parents/guardians' perceptions and viewpoints are considered third party, impacting the study's trustworthiness. However, as outlined in Chapter 3, I took several steps to increase the trustworthiness of the research

study. To increase the creditability of this research study, I used peer debriefing with other students and colleagues, weekly throughout the data collection phase (see Richards & Hemphill, 2018; Rogers, 2018). I attended scheduled meetings virtually or initiated in-person meetings or phone calls with other students within the program, colleagues within the field, and my chair to debrief after an interview concluded. I also engaged in notetaking during interviews, journaling, and the creation of memos throughout (see Amankwaa, 2016).

During each interview, I engaged in member checking by summarizing participants' statements and asking them to elaborate further on any unclear statements throughout the interview. Lastly, I shared the raw data with my chair for review and further debriefing and discussion to increase credibility. To increase the dependability of the study, I utilized peer reviews, as discussed in the above section, to assure that the data further validated the data collected. I also used iterative coding and data analysis strategies throughout to increase the dependability of the study, as these strategies help increase the accuracy of the data collected from each participant (see Amankwaa, 2016; Richards & Hemphill, 2018).

Transferability & Confirmability

Regarding transferability, I followed the plan outlined in chapter 3, which included the use of purposive sampling (see Amankwaa, 2016; Richards & Hemphill, 2018) and thick description (see Rogers, 2018). Using purposive sampling allowed me to recruit participants with experience with African American female, teenage-incarcerated youth, and their parents/guardians. I used thick description by taking notes concerning all

the steps taken throughout this research study to describe the process (see Rogers, 2018).

Concerning increasing conformability, I utilized reflective journaling from the start of the

dissertation study phase and audit trails (see Rogers, 2018). Both steps allowed me to

write out any thoughts/feelings I had regarding the research study and the ability to write

out each step taken to complete the study from the beginning to the findings and results.

In the next section, I will outline and discuss the themes developed from the data

collected that answer the research question.

Results

I will now discuss the results of this research study. The research question that

was the basis of this research study was: What are the reported reintegration experiences

and perceptions of the role of parents/guardians of African American female youth

between 13 and 17 years of age who have been out of the home for at least 60 days due to

living in a juvenile detention center? Examining and analyzing the coded data, I

identified three areas where themes and subthemes emerged. The first area was collected

findings related to the parents/guardians' understanding of their role in parenting their

daughter during reintegration. The second area was the collected findings around the

human services and social service professional's interpretations of parents/guardians

coping strategies, strengths, and weaknesses. The third area of findings was the disparity

between the biological parents/guardians and the foster parents/guardians in how they

managed during reintegration. Each of these three areas had a dominant theme that

emerged and subthemes. The themes are listed here and discussed in detail below. The

themes were:

1. Parents/guardians struggled with their parental role during their daughter's reintegration.

    a. There was a subtheme of unresolved parent-child issues.
    b. There was a subtheme of parents feeling overwhelmed.
    c. There was a subtheme of parent/guardian's own rearing and generational trauma/cycles.

2. The theme of professionals' perceptions of parent/guardians' experiences during reintegration

    a. There was a subtheme of parents/guardians as single parents.

    b. There was a subtheme of unmet parent/guardian mental health needs and lack of support.

    c. There was a subtheme of parents/guardians getting lost in the juvenile justice and community support system.

3. The additional theme of disparities between biological parents/guardians and foster parents/guardians in their responses to their daughters' reintegration.

    a. There was a subtheme of disparity in parents/guardians ' role as disciplinarians.
    b. There was a subtheme of disparity in the role of parents/guardians as educators.
    c. There was a subtheme of disparity in parents' or guardians' knowledge and access to services and support systems.

Theme 1: Parents/guardians struggled with the parental role during their daughter's reintegration

Subtheme 1: Unresolved parent-child issues

A consistent comment made by participants was about the impact that unresolved issues have on the bond/relationship between the parent/guardian and their child. Participants in this study reported having discussions with parents/guardians concerning the negative impact unresolved issues (that occurred prior to their child's incarceration) have on their bond/relationship with their daughter. Participant C stated, "And then you end up with a mom that says, 'I don't want to deal with her anymore…I just can't deal with it no more;" or parents/guardians reporting that they "do not care" regarding their relationship/bond with their child due to repeated cycles of behaviors during the reintegration phase.

Participant H stated, "Sometimes it depends, well with the majority I would say the child feels unheard and the parent feels unheard." According to Participant G, parents/guardians would report that the relationships were "Sometimes it was tumultuous." Participant G further explained, "It wasn't the best; they would argue because they had a difference of opinions or some of the children felt like because the parent allowed them to be put in this facility."

Participant D stated, "so, their relationship is, it goes up and down. It's a lot of back and forth. So, the 17-year-old was molested years ago by the seven-year old's father. So, the 17-year-old, she blames the mom." Participant C stated, "Sometimes it takes a hit… You've done damage in the relationship that's hard to repair…because you get

assault batteries all the time, especially between moms and daughters, and they just like they're going back in the same household."

Eight out of 10 participants reported they observed that when the incidents that occurred prior to child's incarceration were not resolved prior to reintegration back into the home, there was an observed "honeymoon phase" (Participants B, D, F), which showed up as positive interactions temporarily. Several participants in the study reported observing that a positive parent-child relationship can emerge during the reintegration phase when the parent and child have worked separately and together to heal past hurts. Participant I stated, "Yeah, so there are cases where the bond is good, it's just some past traumas that kind of, can be touching. Uhm, so once they address those kinds of things, it gets better. It's a work in progress."

Subtheme 2: Parents/guardians feeling overwhelmed

All participants reported having discussions with parents/guardians where they disclosed feeling "overwhelmed" (Participants B, C, G) during the reintegration process. Several participants reported that parents/guardians often disclosed how "hard" (Participants D, E, and I) or "challenging" (Participants A, B, C, E, H, and J) the reintegration phase was due to their unresolved struggles and having to maintain a household. Participant A stated,

> Also, there would be a lot of these single moms who had mental health issues on their own. They're not taking care of their mental health…so that's that was another thing that I think was very prominent was the fact that a lot of these single

moms either had their own mental health issues or and then when working with them, maybe some trauma things on their own that were unresolved.

Participant B stated,

So once again, they spend a lot of their time trying to rear them [detained youth] or give that attention to them, or sometimes even getting their needs met through the child that's in the home versus a child that's out of the home because, you know, and when we think about the parents too, they want to feel useful as well.

Participants also commented on the mixed emotions parents would disclose feeling during the reintegration phase, which often led to feelings over overwhelm such as "sacred/fearful" (Participant B) and "hopeful and happy" (Participant F and G) due to confusion regarding their own emotions at that time. Additionally, all participants discussed observing most parents/guardian's struggling to manage all obligations and respond to the child's needs during reintegration back into due to having to possibly "attend court," "communicate with providers," provide "transportation," "setting appointment," and "attending meetings" all for the child (Participants A, B, C, D, E, F, G, H, I, J). Participant G stated,

Sometimes it was very stressful on the parents come just because as a parent, when something like that may happen, you may feel guilty like what did I do wrong with it? Where did I drop the ball, so it was like a guilt feeling on them, or a stressful feeling like parents were finding it difficult to try to function day by day.

Subtheme 3: Parent/guardian's own rearing and generational trauma/cycles

Participants reported that they discussed with parents/guardians their relationships with their parents and the presence of generational traumas/cycles. Participant H stated, "Parent/guardian's relationship with their parent, generational trauma/cycles impact their role development." Participant G stated,

and then the same instance on the opposite end with the toxic relationships and the budding heads and they're not getting along, and the fussing and cussing each other out as parent and child. Those situations will also learn because that mother had the same type of relationship with her mother, so it was just passing it down, repeating the same thing. Nobody ever kind of breaking that cycle and changing that narrative for the next generation of children coming up.

Participant D stated, "That was her [parent] she was doing the same things her daughter was doing. So, she knew, you know, she knew what she was up against because that's what she did to her mom." Participant B stated, "So what I did notice was that there was a significant absence of the parentified roles and establishing the boundaries between the child and the mothers."

Theme 2: Professionals' perceptions of parent/guardian's experiences during reintegration

Subtheme 1: Parents/guardians as single parents

Participants reported two-parent households as the minority populations that they worked with. All participants reported observing that the majority of the families they worked with were single-parent homes, specifically "single mom" (Participant A, B, C, D, E, F, G H, I, J). Nine out of ten participants identified the primary household makeup

that the youth lived in as a single mother's home with other children or large family groups that included extended family members. Participant A stated, "But the majority was that it was actually the typical single parent mom, single-parent mom." Participant E stated, "single-parent homes. Single female homes." Participant A reported,

> In my experience, I found that the actual parents of the kids who had a mom and a dad, there would be some type of family conflict that the family dynamics with the parents would be off. Or maybe there was some domestic abuse within the home. And I really think domestic abuse would occur with the single parents as well, because a lot of those moms had boyfriends who may not live there, but there was some type of domestic violence, physical aggression, verbal aggression that these young ladies had witnessed or, suffered at the hands of the parent or the stepparent, or the boyfriend,

regarding the possible unsafe home environments that the youth lived in due to some level of violence or family conflict. All ten participants also discussed observing that parent/guardian's responsibilities, household size, and access to resources impacted a parent/guardian's ability to meet their child's basic needs and possibly protect them as needed. Participants reported observing that the incarcerated teen was a "parentified" (Participant H and J) child due to those aspects, assisting in the younger children's parenting. Participant J stated,

> And it was because they were allowed to do whatever they really wanted to do when they were at the home. Of the girls that I know that had siblings, it seemed like they were responsible for taking care of things.

Increased appointments and various services for the child can impact the parent's/guardian's employment. Participant H stated,

> Other things you got going on with your job. You're now missing days of work. All that type of stuff like, you know that you don't have to worry about your child because only but so much can go wrong while they're in detention or jail.

Regarding parents/guardians' experience while their child is detained, in comparison to Participants C's report of when the child is in the home, "you're burning up your days off, you burn even if you you're taking half a day off, you're still going into court for something that ends up being 20 minutes." Participants also discussed observing, in most cases, limited resources directly available to parents/guardians who were not foster parents or had CPS involvement to assist them with their needs as the child was the primary client. Parents may also have a lack of knowledge of available resources. Participant J stated, "Most of the things that we would send, you know most of the services that we would have it, be centered around a child." According to all participants, there were continued observations with single parent/guardian's engagement with community resources as it typically took uptime, as single parents with other children in the home would have to miss time from work, split time between children, and maintain the household. Participant C stated,

> You have to give your attention, so now what are the top priorities of these other kids? What about us? So, get this, as well, I can't overly commit to this kid, but I have to overly commit because I'm out of options.

Subtheme 2: Unmet parent/guardian mental health needs and lack of support

Participants commented on observing how unmet parent/guardian mental health needs and lack of support can decrease parents/guardians' sensitivity to their child's communicated needs, leading to the child's needs being unmet. Seven out of ten participants discussed observing a lack of mental health services provided directly to the parents/guardians, resulting in the pass down of generational trauma and impacting the reintegration process by decreasing parents' sensitivity to their child's needs at times. Participant H stated,

A lot of times, they do have offer like parenting courses through the city that you have to sometimes take for your child to come back home. Again, that depends on what was going on prior to your child going to juvie? So, we're on the verge of your child being taken by CPS or something there are parenting classes available.

Participant B stated,

You know that always finds a way to bring people together, but it was very temporary because when the child was released, you realized that no real work had been done, you know, in the family it's not like they were receiving family therapy or counseling, or any family work was being done.

Participant I stated,

For the most part, I feel like it's a cry for help and I feel that way only because I feel like they're completely different than the male youth that I have on my caseload. Most of the time and the daughters are wanting to be heard, and if they feel like they're not being understood, then they're gonna do whatever it takes to kind of get somebody's attention.

Subtheme 3: Parents/guardians getting lost in the juvenile justice and community

support system

All ten participants discussed how the issue regarding the lack of parent/guardian

understanding of how the juvenile justice system works and the family's location,

jurisdiction, and knowledge of resources available impacts parent/guardian's overall

style/role development during the reintegration phase. For example, participant H stated,

Because they feel lost. They feel unheard. Feel like, a lot of times, especially with

parents that have had a long history of their child being in and out of juvie but not

a long history of their child receiving services. A lot of time they just feel like a

number in the system like very lost. Very isolated like this is just happening to me

Participant C stated,

Parents always say, you know, well we have a whole bunch of family that's

willing to help, and then they get out. Ain't nobody willing to help. Because

there's not round-the-clock supervision, and then you know a parent is exhausted

because they're like, well, I need to go to work. I need to do this. I ain't been

nowhere. All because your kid is stuck in the house. So, you know, to be able to

have somebody who's been through it, say like a lawyer who can tell you what's

going to happen legally.

Participant B explained,

I would say a lack of resources, right. Lack of resources, assistance and help. And

identifying the best approach in dealing with some of the problematic things so

not really, addressing kind of the deeper issues, but more addressing the

behavioral issues, but not really addressing the deep-rooted cause of the

behavioral issues

regarding parents/guardians and even providers, knowledge of resources available

to assist the family. Participant H also stated,

> Honestly, there is a lack of education when it comes to even understanding what it
>
> means. I feel like for a lot of parents, once they hear that their child is in juvie,
>
> they automatically are like, oh Lord, they're a felon. So, I feel like there's
>
> definitely a lack of education on how the system actually works for juveniles. So,
>
> their involvement I feel like is sometimes limited to what they understand from
>
> like, adults.

Some participants also discussed parents/guardians' normalization of their child's

incarceration, which often led to decreased involvement while the youth was

detained/committed and change upon reintegration for those that experienced their

daughter cycle in and out of detention. For example, Participant A stated,

> But for the most of, a lot of the parents, especially the ones who, like I said, had
>
> unresolved issue, because there really wasn't an impact like it. Just was like this is
>
> just a norm for us, she comes in, she stays here for ten days, she comes back, they
>
> tell me to call this person to get this service.

Theme 3: Disparities between biological parents/guardians and foster

parents/guardians in their responses to their daughters' reintegration

Throughout the data collected, participants consistently discussed differences

regarding biological parents/guardians' role and development compared to foster

parents/guardians. These themes were broken down into subthemes which I elaborate on below.

Subtheme 1: Disparity in parents/guardians' role as disciplinarians

Concerning discipline, eight out of ten participants reported they observed an ongoing use of ineffective discipline techniques from the biological parents/guardians they worked with. Participant D stated,

Corporal punishment she believes in. She believes in corporal punishment. Uhm, so you know she will whoop her kids with a belt. It was a lot of physical abuse. Things have definitely calmed down now, but it was a lot of physical. It was a lot of physical abuse, I mean, but she did what she knew that was.

Participant D also stated, "They weren't on good terms. It was some abuse. It definitely was some abuse." Participant A also commented on the continued observance of parents/guardian's lack of discipline or inconsistency regarding discipline stating,

Typically, you know if it was something that was reported by the child as abuse. So, by the time they got to me, I wouldn't even have to call. So, the different levels of discipline can vary from hitting all the way up to restricting or nothing. There is no discipline.

Participant B reported, "But it wasn't consistent, and then a lot of times the parents were getting backlash so it would stop. Just to kind of keep peace in the home, as they would say." All teen participants commented that the most common discipline strategies observed were taking things, punishment, and Restriction. Participant I stated,

"Most of the time, they always take their phones. They always tell them that they can't go outside, or they can't be with specific peers. They can't go out with their friends." Concerning observations of foster parents/guardians, Participant F stated,

> Overall, all the parents that house those girls were more laid back. Because they kind of understood their history, just from them coming into foster care and due to them being in detention. So, they were more like laid back.

Participant E also stated,

> I had stubborn. I've had non-compliant. I had those who were very engaged, very involved, uhm. They were very empathetic, sympathetic. They were always willing to, willing to provide whatever need the child had, majority that were willing to take the guidance that was provided. culture also played a role in that.

Subtheme 2: Disparity in the role of parents/guardians as educators.

One noted area of similarity concerning biological parents/guardians and foster parents/guardians mentioned by a small number of participants is sex education being a "taboo" topic (Participant H). However, eight participants observed the disparities in how biological parents' guardians educate their daughter compared to foster parents. Participant I stated, "So most of the time if we hear that it is during a lecture after the kid has done something wrong." Most participants discussed biological parents/guardians (grandparents) typically utilized talking or the youth's environment as teachers. Participant G stated, "So the kid just kind of learned stuff off of TV or whatever their friends or somebody older told them or with certain sexual aspects is what they had to

experience first-hand, unknowingly or unwillingly whichever it was." Participant H
stated,

> They're just telling me these are the rules, but no one is monitoring me. Uhm, and
> with dual-parent households, a lot of time, you have more sex education. But then
> that also comes down to what type of parent styles you have. I've seen more, so
> children that are allowed to kind of make their own decision but be informed like
> make informed decisions. They have better outcomes when it comes to like
> understanding the responsibility of sexual education and moving forward with it
> versus when you have the super authoritarian, you can't do anything. You're stuck
> in the house. You're gonna have to run away to get freedom.

Participant I also stated, "It was kind of like you had to have somebody else there
to kind of mediate the conversation because they didn't feel comfortable just having it
[conversations] by themselves with your kids" referring to parent/guardian's use of
providers to filter information to their daughters. Participants reported that foster parents
appeared to provide more hands-on education about life skills to the youth. Participant F
stated, "Mainly it was just do like conversation or like giving them more responsibilities
like the youngest girl that I was speaking about, She has come and said she now
volunteers." Participant E stated,

> You know part of foster care was tutoring services, so we ensured that the
> tutoring services were available. We had a parent that you know they will take
> them to the bank, show them how to open up those savings accounts, and then it
> was OK, you know this is a bank card. We're gonna, I can monitor your spending.

Every month, but you can also monitor your spending through this app. Through

the bank app. Uhm, you know, standing in the kitchen teaching them how to cook,

showing them how to properly wash dishes, mops, or properly wash clothes. So, I

had very hands-on parents. And showing these teens these life skills that they

needed.

Subtheme 3: Disparity in parents/guardians' knowledge and access to services and support systems

Participants commented on a small number of parents/guardians who engaged

with providers and sought out a support system. Participant H stated,

Some of them just thought about going to church prayers and kind of building

their spiritual community when they had a need for guidance and support with the

decisions that they made. Sometimes they would just try to constantly

communicate with us to keep that communication open to kind of ease their

minds about the child being there.

However, participants also commented on the continued observance of differences in

biological parents/guardians' support system and access/engagement in community

services compared to foster parents/guardians. Participant A stated,

I found that the resources for parents, you know, not just for the kids but for the

parents, were more prominent in those cases where it was a foster care child, so

then it would be like social services would kind of mandate for the mom to get

parenting classes or the dad to get parenting classes.

Participant B stated,

I would say a lack of resources, right? Lack of resources, assistance and help. And

identifying the best approach in dealing with some of the problematic things so

not really addressing kind of the deeper issues, but more addressing the

behavioral issues, but not really addressing the deep-rooted cause of the

behavioral issues concerning biological parents/guardians. Participants A, B, and

H each commented on the consistent observance of biological parents/guardians'

"knowledge of resources."

Participant G reported,

And the other times some parents did have their own. Like a lot of the foster

parents, they had their own counseling to kind of work towards learning parenting

techniques to deal with children that may have certain mental health diagnosis so

that they can parent them in a in a positive way so they were willing to take

classes and have counseling to learn those techniques and what it was the child

was going through so they could understand it better so that they can work with

them to parent them correctly without it being a negative environment.

Summary

As discussed in chapters 1 and 2, parental/family involvement is essential for the

success of the reintegration phase for African American female youth returning home

from detention (Menon & McCarter, 2021). However, limited information exists

regarding the parent/guardian's experience and role development during the reintegration

phase. This study highlights that it is important for providers to understand what may

impact the parent/guardian's experience and role development during reintegration. By

understanding the elements that effect role development, there can be a great insight into what impacts the parent-child bond/relationship, family dynamics, generational trauma/cycles, and parent/guardian's mental health and the role those things play in a parent/guardian's ability to protect and meet their child's basic needs.

The findings also discuss professionals' observations of elements that impact parent/guardian's development and role. Lastly, results from this study highlight the disparities between biological parents/guardians and foster parents/guardians regarding their role as a disciplinarian, the way the parent/guardian educates their child, and access to services and support. This study also shows that it is important for providers to understand that a parent/guardian's responsivity and sensitivity to their child's needs can improve or decrease during the reintegration phase. In the next chapter, I will present an interpretation of the findings, expanding on the information provided in the literature review and new information obtained from this study and its connection to Mowder's PDT (Mowder, 2005). I will also discuss the limitations of this study, recommendations, and implications for professional practice and social change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this generic, qualitative study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. The nature of this study was to use a generic qualitative research design to gain insight and understanding about this group of parents/guardians through the experiences and perceptions of Human Service and Social Service/Social Work professionals. To explore the experiences of this population, I collected data via semistructured, online interviews with professionals working with parents/guardians of African American teenage girls released from detention.

Data were collected, analyzed, and evaluated regarding how human services, social work, and social work professionals observed and perceived parent/guardians' experiences and role development during the home reintegration phase for the teen. The sample size for this study was 10 participants and was selected based on an 8 to 15 range of participants for current generic qualitative research studies (see Atieno, 2009; Planey et al., 2019; Sattler & Thomas, 2016). The initial plan for this study was to interview parents/guardians of African American teenage daughters who had been released from detention. However, due to a lack of interest from parents directly after several weeks of recruitment, I submitted a request to IRB (Institutional Review Board) to change the

participant population and open the participant pool to professionals working with the population of interest.

Upon IRB approval of my requested change to the participant pool, the final sample of participants included licensed professional counseling and social work professionals, a probation officer, case managers, clinicians, in-home workers, and other professionals with a direct service background working with the target population. Participants were recruited using purposive and convenience sampling methods through social media and word of mouth. Some potential participants who e-mailed to express interest in the study did not respond to the invitation and informed consent e-mail to participate in the study. As a result, no data was collected from those individuals. In this chapter, I will provide an interpretation of the findings from this study and discuss the limitations, implications, and recommendations of the present study.

Interpretation of the Findings

Comparison to Past Research

Findings from the present study support the existing literature on this topic. One of the first findings of this study that supports previous literature was the importance of parent/guardian involvement with juvenile justice throughout their child's involvement, especially during the reintegration phase (see Ruch & Yoder, 2017; Semenza & Link, 2019; Welch-Brewer, 2017). Participants in the current study discussed observing the various levels of parent involvement (from actively engaged to disengaged) and its impact on both parent and teen.

The second finding from this study that supports existing research was the overrepresentation of African American girls in the juvenile justice system and facilities. This finding supported the data published in the past few years (see Ehrmann et al., 2019; Kolivoski et al., 2017; OJJDP Statistical Briefing Book, 2019). All participants provided an estimate of their perception of the percentage of African American girls detained daily during their time working with this population of a minimum of 80%. This number is significant as it aligns with the current research concerning the criminalization of African American girls' behaviors within the community (see Abrams et al., 2021; Brent, 2016).

Another supportive finding from this study centers around the role the home environment plays in the reintegration process., This finding aligns with recent literature (see Unnever et al., 2016; Williams & Jackson, 2019). Findings from this study highlight that a lack of change to the home environment may hurt the reintegration experience as the teen returns to the same environment they left, which increases the likelihood of a behavioral regression and re-offending. Participants further discussed that the weight of the change within the home environment is often on the parents/guardians due to the changes they must make and experience to develop within their role as parents during reintegration.

The role that youth's/family's jurisdiction and locality plays in handling the cases and the resources the parent receives also supports existing research (see Paik, 2016; Vidal et al., 2017). Participants reported observing disparities in how juvenile justice cases were handled given the family's area, with families located in low-income areas typically leading to increased incarceration time and decreased resources and support for

the parent/guardian. Findings from this parent study also support the connection between parenting styles and their relation to the child's behavioral issues and involvement with the juvenile justice system (see Paik, 2016). Participants continually discussed the role unmet mental health needs for both the teen and parent/guardians play within the reintegration process, supporting knowledge from the existing literature (see Kuppens & Ceulemans, 2018; Lopes et al., 2021; Warria, 2016).

Extended Knowledge

Many of the findings of this present study supported the existing literature on parent/guardian's role during reintegration, as I have discussed. Bondoc et al. (2021) found that youth experience specific types of adversity during their reentry into the community. Findings from the present study add new information to what Bondoc et al. found by differentiating how biological parents/guardians and foster parents/guardians experience reintegration. First, participants discussed a noticeable difference in foster parents' knowledge and understanding of their role during reintegration compared to biological parents/guardians, who I will discuss further in the next sections. Secondly, participants reported observing biological parents/guardians' decreased openness to the changes needed to increase the likelihood of successful reintegration of their daughter.

This study also adds additional, new findings regarding behaviors and cycles of behaviors as well. Barnert et al. (2019) found that parents both motivate and facilitate youth's involvement in community care services upon release from detention. Findings from this present study add new information to that concept by highlighting repeated cycles of behavior and focusing on the daughter's regression behaviors rather than their

development as parents/guardians during reintegration tended to lead to biological parents/guardians' inability to parent their daughter at those times effectively. Participants highlighted observing ineffective parenting skills in situations where parents were not open to making changes in their behaviors as parents/guardians. In contrast, participants reported decreased openness to change as less of an issue in most cases with foster parents. This finding is important because it underscores possible shifts that biological parents/guardians can make regarding their role development to help increase the success of the reintegration period.

Additional elements that participants reported impacting biological parent/guardians' openness to change and development included: normalized experiences, maintaining larger households, a conflict between household members, unresolved trauma, and the inability to meet basic needs. Each of the previously mentioned elements will be discussed further in this chapter. However, participants working with crossover youth commented on a small percentage of foster parents who struggled similarly with their role during reintegration as biological parents/guardians did.

Lastly, the challenges that crossover youth face are well documented within research. For example, Abigail Williams-Butler studied the role gender plays in prevention efforts for African American crossover youth (2018). Researchers such as Flores et al. (2018) and Kolivoski et al. (2017) discuss the roles that intersectionality and race play concerning crossover youth and systems. However, up until now, there is limited research concerning the parents/guardians of African American crossover youth's

experience with reintegration. Therefore, the findings from the present study extend the current knowledge base on parent involvement during reintegration by highlighting the reported disparities between biological parents/guardians and foster parents of female African American teenage youth regarding their role development. Within the next section, I will further discuss the findings that support and extend existing research through the lens of Mowder's Parent Development Theory.

Findings Under Theoretical Framework

Bond

The bond between parent and child remains key. Findings from this study were consistent findings from Kong and Martire's (2019) and Risi et al.'s (2021) studies, supporting the idea that unresolved issues concerning maltreatment, abuse, neglect, and parent-child discord decreased the bond, attachment, and relationship between the parent-child. Kong and Martire (2019) found that the nature of a parent/guardians' bond/relationship with their child appeared to be complex, depending on the experiences between the parent/guardian and their child. Results from this study highlight the presence of unresolved parent-child issues as participants reported observing and discussing with both the parent/guardians and youth issues concerning unresolved traumas and past hurts not worked through prior to the reintegration. Some examples from the present study included: negative feelings towards parent/guardians' new partner, differences in parenting styles between children in the home, poor communication, feeling misunderstood, and daughters blaming their parent/guardian for their experiences of sexual abuse. These findings are important because their bond will remain

undeveloped if the issues mentioned above are unaddressed between the parents/guardians and youth.

Parent-child bond is also important with respect to PDT and parent development. Researchers such as de Carvalho and Chima (2020) and Smetana (2017) found that the presence of unresolved issues threatens parents/guardians' ability to connect with their daughters effectively. Findings from this study extend that knowledge by highlighting that an unhealthy bond can negatively impact the parents/guardians of African American female youth role and development during reintegration. For example, crossover youth reintegrating back into the home post-detention may also be going through the process of reintegrating with a foster parent/family they are still getting to know. This issue, paired with unresolved past traumas for both the foster parent and youth, could decrease the success of the reintegration, resulting in the youth's reentry in detention. Another example that emerged from the data is parents' inability to let go of the hurt their daughter has caused, resulting in a damaged bond and a potential intergenerational cycle of disrupted bonds and justice-involved youth and adults.

Discipline

Another key area is discipline. Kumpfer and Magalhães (2018) found that using evidence-based models can improve the effectiveness of parents/guardians' discipline techniques. A lack of understanding and implementation of effective discipline strategies for biological parents and guardians appeared to be linked to unresolved past issues/generational cycles, their rearing, or decreased openness to change (see Assari et al., 2020; Grusec et al., 2017). Although findings from this current research study

highlight challenges for all types of parents/guardians, a difference between foster parents and biological parents/guardians' role as disciplinarians emerged as new information compared to the existing literature. Participants reported observing an increased lack of effective discipline strategies and techniques used by biological parents and guardians (grandparents mostly) most of the time. This is noted as a disparity between biological parents/guardians and foster parents due to the consistent observation within this study of foster parents' increased openness in most cases to learn and implement more effective strategies based on the youth's past experiences.

Chamberlain (2017) highlighted that it is possible for parenting styles to be taught. Findings from the present study support the findings from Patricia Chamberlain's study by highlighting the importance of increasing parent/guardians' understanding and knowledge of effective discipline techniques to assist them with developing their role as a disciplinarian during the reintegration phase. Participants of this study continued to discuss the negative impact that lack of or ineffective impact had on the youth's behaviors and the parent-child bond and the youth's behaviors upon return. This finding is important because it shines a light on steps that professionals can take to help parents of African American teenage daughters develop their role as disciplinarians during that reintegration phase.

Education

Education is another area of emphasis. Researchers such as Cavanagh and Cauffman (2017) and Durrant (2020) highlighted the role parents/guardians play as educators to their children concerning all domains of life. Findings from this current

study add new information to existing research by spotlighting a disparity concerning how information about life skills, sex education, relationship, health, and other essential elements of life was provided to the youth by foster parents and biological parents/guardians. Eight out of 10 participants reported that biological parents/guardians tended to be more hands-off and reactive. For example, participants reported observing foster parents take their daughters to the bank to open a bank account and teach them how to manage their income monthly.

In contrast, participants observed that biological parents/guardians tended to be more hands-off, expecting their daughter to know how to manage money without being taught. Participants reported observing most biological parents/guardians engaging in reactive teaching styles after an incident. Additionally, findings from this study further discuss how biological parents/guardians of African American teenage daughters often defaulted to strategies similar to how their parents educated them, which adds new information to researcher Bixby Radu's (2017) findings. The implications discussed in this section are important because parents/guardians' education style or lack thereof impacts their daughters' life skills to assist with reintegration and break the cycle of offending.

General Welfare/Protection

Protection and child welfare are also important aspects. Researchers Menon and Cheung (2018) and Vidal and Woolard's (2016) studies discussed the relationship between single-parent households and parents' ability to meet their child's basic needs. Findings from this study support those researchers' findings and existing statistics on

juvenile justice-involved youth regarding the makeup of their household (OJJDP Statistical Briefing Book, 2019). However, the present study also extends the existing literature on this topic by highlighting that this is overwhelmingly true for female African American juvenile justice-involved youth. Participants in this present study all discussed working with a limited number of two-parent households, which often meant that the maintenance of the household fell on the single parent/guardian. Participants also reported the presence of conflict between the parents/guardians or the parents/guardians and the youth with the small number of two-parent households they worked with. These findings are important because they shine a light on the impact of household makeup and dynamics on the youth's and parent/guardians' reintegration experience upon their release.

One impact of single-parent households for this population is the increased parentification of female juvenile justice-involved youth, as they often assume the role of the second parent if younger children are present. Such findings are consistent with researchers Burton et al. (2018), and Van Loon et al. (2015), whose studies found that single parents typically must maintain employment, have unmet mental health needs, and tend to responsibilities outside of the home, which impact their ability to meet the basic needs of the youth. Implications from the present study support Burton et al.'s findings, as participants discussed the role that a parent/guardian's obligations and struggles play in their role development and ability to provide for and protect their daughters from their experience.

Researchers such as Williams et al. (2017) and Mintz et al. (2017), studying parenting juvenile justice-involved, highlighted the increased need African American

youth may have to find ways to protect themselves when they feel unprotected or misunderstood by their parent/guardian. Findings from this current study extend the findings of Williams et al. (2017) and Mintz et al. (2017) by highlighting youth's continued behavioral struggles and juvenile justice involvement often resulting from self-protection. For example, all participants reported that a female youth who continues to experience abuse within the home acted out or engaged in re-offending behaviors with peers, leading to detainment. These findings are important because they bring up the impact of parents/guardians to effectively protect their daughter within the home, leading the youth to seek protection outside of the home, which may lead to juvenile justice involvement.

Studies such as Herz et al. (2019) and Rosemary Kakonzi Mwangangi (2019) discuss the need for professionals to look at all elements and systems the youth and family are connected to understand their experiences fully. Another finding from the present study that extends the findings of Herz et al. (2019), Rosemary Kakonzi Mwangangi (2019), and Cavanagh and Cauffman's (2017) studies was that parents/guardians of African American teenage daughters often feel or get lost within the juvenile justice and community systems during their child's incarceration and reintegration. The family's jurisdiction and locality could impact how the case is handled upon reintegration and the family's resources. For example, mental health and case management services may not have been provided depending on the type of program the youth entered during incarceration. The lack of necessary services provided to the parents/guardians paired with a parent who is not familiar with how the juvenile justice

systems works and resources available led to parents/guardians feeling overwhelmed and decreased protective factors for the youth. Participants from this study reported continued observations of parents/guardians attempting to figure things out independently as their child is returning home.

Sensitivity and Responsivity

Like the elements discussed in general welfare/protection, Researchers Brown et al. (2017), Christie et al. (2019), and Lopes et al. (2021) found that unmet parent/guardian mental health needs and lack of support can impact parent/guardian's sensitivity and responsivity to their daughter. Findings from the present study support the researchers mentioned above studies. A parent/guardian who is the only parent within the household may struggle to be sensitive and responsive to their daughter's emotional needs if they have lots of responsibilities to tackle daily. For example, if a daughter regresses in her behaviors during reintegration and a mother is overwhelmed with all her obligations concerning her household or working a lot, the mom may not recognize that they need to check in with their child (sensitivity). However, the common response participants reported observing in this situation was parents/guardians focusing less on figuring out what the youth may need and more on their negative behaviors as the problem (responsivity). The impact of a parents/guardian's inability to be sensitive to their daughter's needs during reintegration can increase repeated generational cycles, continued unresolved parent-child issues, and the youth's re-entry into the juvenile justice detainment facilitates.

Individualized Parent Experiences.

Another element discussed in Mowder's PDT is parent/guardian's induvial experiences with their style/role development (Mowder, 2005). Existing researchers on this topic have found that mental health and generational trauma/cycles impact parents/guardians' overall well-being, role development, and style (see Brown et al., 2017; Lopes et al., 2021; Risi et al., 2021). Findings from this study support those findings, as participants reported observing that the parents/guardian's mental health, history of rearing, and generational trauma/cycles impact their role as a parent/guardian during reintegration. The present study highlights that parents/guardians may utilize the same methods of parenting that their parents used on them as a child. The problem with the passing down of ineffective and unhealthy parenting styles creates a cycle of generational trauma unresolved issues, which participants in this study continually observed.

Another element discussed that could impact a parents/guardian's role development during reintegration is the feeling of being overwhelmed, as discussed above. Findings from this study extend the findings of Menon and Cheung's (2018) study, highlighting that parents/guardian of African American juvenile justice-involved youth can easily become overwhelmed with the mixed emotions they feel towards their daughters during the reintegration phase. Additionally, parents'/guardians' feelings of overwhelm could also be a result of obligations they have outside of their daughter, taking care of other children, and all the responsibilities and supervision of the youth needed to help the reintegration be successful. These findings are important because they bring to light that parents/guardian of African American teenage daughters has their own

experiences that impact the role and development during the reintegration phase. If such experiences are left unaddressed and unsupported, there can be a decrease in reintegration success.

Amani et al.'s research study discussed the important need for resources for juvenile justice-involved youth's parents and families (2018). Findings from the present study add new knowledge to Amani et al.'s (2018) study, showing a noticeable difference regarding the biological parent/guardian experience with reintegration compared to a foster parent's experience. All participants discussed the increased support systems and resources foster parents received during the reintegration phase, compared to biological parents/guardians' limited support systems and resources. Such support systems and resources include but are not limited to support from the foster care agency, connection to and assistance accessing community resources, personal support networks, juvenile justice support personnel, and community-based services professionals. Participants also commented on the increased level of commitment they consistently observed from the foster parents, which appeared to connect to the foster parent's amount of support. These findings are significant because they highlight differing experiences that biological parents/guardians have compared to foster parents and lay a foundation for possible adjustments professionals can make, which I will discuss in the recommendations section.

Limitations of the Study

There were several limitations identified in this present study. First, by the exploratory nature of a qualitative design, the findings from this study are specific to the

participants of this study's experiences with the target population (see Kahlke, 2014). The findings cannot be generalized to the experiences of all parents/guardians of incarcerated African American teenage daughters who have or professionals who have worked with this population (see Atieno, 2009; Kahlke, 2014). Another limitation of this study was that all data collected came from professionals who worked with parents/guardians of African American daughters who were incarcerated, rather than the participants being the actual parents/guardians themselves as intended with the original proposal. Interviewing professionals presents as a limitation because the perception of experiences of parents/guardians during the reintegration phase comes secondhand from professionals who are seeing it through their lens rather than the experience coming first-hand from parents/guardians themselves.

Another limitation of this study is that majority of the participants self-identified as female. Having majority-female participants presents as a limitation because of potential bias to the experiences of single mothers that could impact participants' interpretation of their clients' experiences. An additional limitation to this study is that participants are in the same state and region. Participants being in the same state and region is a limitation because the discussed experiences cannot be generalized across the population of parents/guardians who have African American teenage daughters returning home from detention across the United States. The findings of this study may be specific to the state and region from which the collected data came.

Another limitation of this study is the self-report nature of a generic qualitative design. I assumed that all participants were honest during their interviews regarding their

perceptions and observations of the parents/guardians they worked with. A final limitation of this study was the number of years of experience in each participant's field. The longer a participant has been working in the field, it is possible to increase their bias on how they interpret observed and discussed experiences or increase normalization of some of the situations, leading to overgeneralizing or a lack of openness to other interpretations.

Recommendations

Based on the study's limitations discussed above, I recommend that future researchers broaden the participant pool for future studies concerning this population. I recommend widening the participant pool to include various races rather than just individuals identifying as African Americans and cultural groups. Another way to broaden the participant pool is to include various genders rather than just the majority self-identified gender of female participants in this study. Broadening the location of the study could make this study more generalizable or the data collected more generalizable to the population. Another recommendation for future researchers is to directly interview the parents/guardians of African American teenage daughters reintegrating back into the home. Since the purpose of this study was to gain insight and understanding into the role development experiences of parents/guardians of African American teenage daughters reintegrating home from detention, it is important to get first-hand information from the parents/guardians themselves rather than self-report of observation or conversations from professionals working with this population.

A recommendation from this present study, which also supports existing researcher's recommendations, is that full engagement and commitment from parents/guardians to utilizing support services, healing, and learning new techniques can help grow and develop more in their role during reintegration (see Amani et al., 2018; Kumpfer & Magalhães, 2018). However, this is an area where it will be critical to get the parents/guardians' perception on the need for services for themselves, as some researchers have identified engagement in services as an additional barrier for some parents (see Sattler & Thomas, 2016). Another recommendation for future researchers is that professionals help parents/guardians understand their role in providing adequate supervision levels and limits with their daughter during reintegration. Lastly, I recommend that future researchers look at the family systems approach when further studying this topic rather than just looking at the individual. Looking at the whole family system allows professionals to effectively assess the needs and get a holistic understanding of what the parent or guardian may be experiencing (see Amani et al., 2018; Zgoba & Salerno, 2017).

Implications

Positive Social Change

The incarceration rates for African American teenage girls continue to be a societal problem with significant issues for families dealing with and going through the reintegration process (see Ehrmann et al., 2019; Williams & Smalls, 2015; Wilkinson et al., 2019). These rates may be due to the many struggles that the family, youth, and parent/guardian may experience during the reintegration phase. Based on the reported

findings from this study, those challenges may often be unaddressed, which can lead to the youth re-entering the juvenile justice systems creating a cycle of behavior and experiences that can last long term (see Barnert et al., 2015; Mwangangi, 2019; Simons et al., 2016). The findings from this study support the need for additional insight and understanding regarding the experiences of parents/guardians of African American teenage daughters who are reintegrating home to develop effective resources to address the needs that the parents/guardians are having during that phase (see Kruzhkova et al., 2018).

I hoped that the findings from this study could start the conversation and provide a knowledge base for further study for professionals that work with this population. Regarding social change, the findings from this study lay a foundation for the need for further exploration of this topic. The present study supports existing findings concerning African American teenage girls reintegrating back into the home. Still, it extends and provides additional information regarding the possible experiences of parents/guardians during this phase and the need for further research into the disparities between foster parents and biological parents/guardians' experiences during the reintegration of their daughters into the home post detention.

Provider/Professional Implications

Based on the findings from the present study and building on existing research findings regarding parent/guardian's role with the reintegration of daughters back into the home, further understanding of parents/guardians' experiences is essential (see Simons et al., 2017). Since the parent/guardian's role is essential to the success of the reintegration

phase, professionals working with this population must understand the needs that the

parents/guardians may have during that time to effectively assess their struggles and

identify ways to mitigate those struggles.

It is also important that professionals working with this population also provide

adequate support, education, and resources needed to the parents/guardians, the

individual, and the family unit (see Cavanagh & Cauffman, 2017). This is specifically

true for parents/guardians who struggle with their role development as educators and

disciplinarians to their daughters. Meaning they may need additional support and training

from providers to ensure their efforts are effective and tailored to their daughter's needs.

As stated in the recommendation section, professionals and providers working with this

population would benefit from investigating family systems approaches to understand

better the needs of the entire family rather than just one individual that is a part of the

family. By focusing on the family systems approach or using the family-focused lens,

professionals and providers may get a holistic understanding and insight into all the

elements that impact the reintegration (see Kumpfer & Magalhães, 2018; Mwangangi,

2019). Findings from the present study support existing research, which identifies that all

individuals within the household impact or are impacted during the reintegration process

(see Folk et al., 2019).

Another implication highlighted in the present study and existing literature is that

providers provide resources designed specifically for the parents/guardians to assist their

unmet needs (see Kuppens & Ceulemans, 2018). For example, linking and connecting

them with mental health providers specifically for them and providing case management

services to assure that the parent or guardian has all the tools and can meet the basic needs of the child and themselves and their entire household doing reintegration. Another example of this is providing adequate education about available resources and helping parents/guardians connect to those resources, improving their stability and knowledge of the various systems they are a part of (see Cavanagh & Cauffman, 2017; Yakhnich & Walsh, 2020).

Although all parents/guardians have individualized experiences based on their history, background, jurisdiction, and economic status, it is imperative that professionals treat each case individually. The needs for each parent/guardian and family unit during reintegration may vary, which individualizes reintegration experiences. Individualizing each case's needs may increase the quality of services and resources provided to fully help the reintegration process succeed for both the parents/guardians and the youth returning to their home (see Cavanagh & Cauffman, 2017).

Conclusion

The purpose of the present study was to explore Human Service and Social Service/Social Work professionals' experiences and perceptions of the role development of parents/guardians of African American female teenage youth who are reintegrating into the home after at least 60 days of living in a juvenile detention center. The research question for this study was, what are the reported reintegration experiences and perceptions of the role of parents/guardians of African American female youth between 13 and 17 years of age who have been out of the home for at least 60 days due to living in a juvenile detention center? Although there is a wealth of knowledge regarding the

reintegration experiences of youth returning home from detention, the present study intended to address a gap in the existing literature regarding reintegration experiences of parents/guardians who have African American teenage daughters returning home post detention.

The findings from this study developed various themes and sub-themes under each theme concerning the reported experiences and perceptions of parents/guardians doing a reintegration phase. Those themes and sub-themes include parents and guardians struggling with their parental role during their daughters' reintegration due to unresolved parent-child issues, parents feeling overwhelmed, and parents and guardians their rearing and generational cycles. The second theme was professionals' perceptions of parents/guardians' experiences during reintegration. The sub-themes found under that theme where parents/guardians were often single parents/guardians, often had unmet mental health needs and lacked adequate support systems, and parents/guardians often get lost in the juvenile justice community support systems. The final theme that emerged from this study was the disparity between biological parents/guardians and foster parents and guardians in their responses to their daughters' reintegration. The sub-themes that developed under this theme were a disparity in parents/guardians' role as disciplinarians, a disparity in the role of parents/guardians as educators, and the disparity in parents/guardians' knowledge and access to services and support systems.

The findings from this study add support to the existing knowledge that parents/guardians are vital to the success of the reintegration process of their daughters (see Cavanagh & Cauffman, 2017). This study also highlights that parents/guardians can

easily become overwhelmed by their role during reintegration. Mental health plays a vital role in the success of the reintegration for both the parent and the child, which supports the existing literature (see Christie et al., 2019; Lopes et al., 2021; Risi et al., 2021). Findings from this study further highlight and support the issue of parents/guardians getting lost in the systems and that jurisdiction and locality make a difference (see Cavanagh & Cauffman, 2017; Valera et al., 2017).

The findings from this study also extend the existing knowledge on this topic to include the disparities between foster parents and biological parents regarding their experience with reintegration and the possible experiences of parents/guardians of African American teenage daughters. Lastly, findings from this study highlight the continued need for research on this topic to fully get a well-rounded understanding of what parents and guardians are experiencing to assess their needs during the reintegration phase (see Ford & Delker, 2018; Herz et al., 2019; Ryan et al., 2015; Sattler & Thomas, 2016).

With the continued overrepresentation rates of African American teenage girls in juvenile detention centers, it is important to increase their parents/guardians' ability to develop and establish their role during reintegration successfully. To help mitigate the issues and struggles both the parent/guardian and youth face, professionals must have a better understanding of the experiences of the parents/guardians. Increasing professionals' awareness of parent/guardian reintegration experiences could also increase reintegration success and decrease the juvenile detention re-entry rates for African American teenage girls. Without a proper assessment of parents/guardians' needs, the parents/guardian's

involvement in the reintegration process has the potential to be ineffective, not because they want it to be that way, but because they may not know how to make the necessary changes needed. Thus, further research on this topic is needed to provide professionals with the research and data needed.

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Appendix A: Interview Questions

Opening Questions:

1. Tell me about the make-up of the family/household of the client you worked with? Has it changed in the past few years at all?

2. From your experience can you tell me more about the parenting style of the client's parent/guardian that you observed? What was it like when daughter was younger?

3. If they had other children, where there any differences you noticed in the way they parented each of the children?

4. Can you tell me about the daughter's involvement with the juvenile justice system?

Main Question:

1. Describe the parent's level of involvement with the juvenile justice system as a parent/guardian?

Probing Question:

1. What impact, if did you notice that this experience had on the parent/guardian?

2. How involved where they in the planning process of your daughter's return home?

Main Question:

1. Describe the relationship/bond you observed between the parents/guardians and their daughter (just prior to incarceration and during her return home)?

Probing Question:

1. What did you notice about how the parent/guardian managed while their daughter was detained?

2. What are some changes you noticed, if any, in their relationship since their daughter was detained?

3. Did any of the household/family rules change because of the parents/guardian's experience with their daughter being out of the home and coming back into the home.

Main Question:

1. Did any of the parent's ever talk about what it was like as a parent to your daughter at this stage (reintegration) of life? If so, can you tell me some of the things they would discuss?

Probing Questions:

1. Can you give me an example of what the parents/guardians' style of discipline was like prior to and upon her return home? Tell me about the rules and discipline methods they used at home prior to her detention and when she got home?

2. Can you describe to me how you observed the parent provide education or how filtered information to their daughter regarding important aspects of life (I.e., sex education, education, life skills etc.)?

Main Question:

1. Did any parents ever discuss their relationship/experience with their parents/guardians growing up? If so, could you tell me a little about them?

Probing Questions:

2. What are some of the similarities and difference you have noticed between the parents/guardians' parenting style/role and their parents/guardians style (i.e. discipline, education, ability to respond and meet needs)?

Main Question:

1. Can you describe what thought about their daughters returning home?

Probing Question:

1. What was the preparation for the daughter's return home like for the parent/guardian?

2. What are some of the changes, if any, that parents/guardians anticipated or experienced regarding their role as a parent/guardian upon their daughter's return into the home?

Main Question:

1. What are some of the feelings that came up when parent's/guardians thought about their daughter returning home after she was released?

Probing Question:

1. Are there any additional feelings that parents/guardians had regarding the process of their daughter returning home and the impact the return had on them as a parent/guardian?

2. How would you describe the support or resources parent's/guardian's received before or during their daughters' return home?

Closing Question:

1. You have shared so much with me about your experience working with these families, and the feelings and thoughts about this time period in their lives. Is there anything else you would like to share with me before we conclude this interview?

Closing Statements

Thank you for taking time out to speak with me about your experiences with this topic. The information that you provided is insightful for others who may also have the same experience working with parents/families with daughters returning home from a juvenile detention center. If there is anything else that you remember regarding the topic that you believe is important, please contact me at xxxx.xxxx@xxxxxxx.xxx. Once the study is completed, I plan to share a summary of the results of the study via e-mail with you. Do you have any final questions for me?

Appendix B: Recruitment Flyer

VOLUNTEERS

NEEDED!

If you are a professional who has worked with a parent/guardian who has had an African American teenage daughter who was incarcerated, your help is needed!

Help this researcher better understand parents/guardians experiences regarding their daughter's return home post incarceration.

VOLUNTEERS MUST BE:

- 18 years old or older

- Identify as a professional who works or has worked in human service, social work, or criminal justice fields.

- Participants must have worked with a parent/guardian of an African American teenage (13- 17 years old) daughter who was placed in juvenile detention for at least 60 consecutive days.

Involvement:

- One 60 minute virtual face to face or phone interview.

- To protect your privacy, all identifying information will be kept confidential and names de-identified.

- Not all interested individuals will be selected for participation.

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