2019

The Experiences of Black Parents in Choosing Intervention Programs for Juvenile Offenders

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The Office of the Provost

Walden University
2019

Abstract

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MPhil, Walden University, 2019

MBA, University of Phoenix, 2005

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

November 2019

Abstract

Juvenile offense is a social problem that affects communities and families. Black juvenile

offenses occur at a higher rate than White juvenile offenses. The parents of these

offenders may engage in the intervention process of their juvenile offender with the intent

to improve the intervention outcome. The literature on this topic, however, is primarily

focused on the treatment outcomes of various types of intervention. The identified gap in

the literature is research on Black parental input on the process used to select various

types of intervention for their offending children. The high rate of incidence compounded

by the racial disparity furthers the need to better understand the intervention and

treatment selection process from the Black parental perspective. The research question

for this study was what are the experiences and perceptions of Black parents involved in

selecting juvenile intervention programs for their children who have offended? The

theoretical framework used to explain and interpret the participant data was

Bronfenbrenner's ecological systems theory. This generic qualitative study involved 7

interviews with Black parents of juvenile offenders residing 20 miles outside of

metropolitan Atlanta, Georgia. Thematic analysis revealed that participants' selection

process is driven by feelings of responsibility, community and church guidance,

unaddressed emotional needs of their children, and intervention challenges and outcomes.

Findings support the need for preintervention services; intervention resource availability;

parental awareness; and intervention strategy, reform, and efficacy. Policy makers may

use these results to inform actions to reduce the juvenile offense rate among Black youth

and foster better outcomes for this population group.

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Acknowledgments

I would like to first acknowledge my husband, Kevin Hawkes Sr., for his love and support throughout this process. You are always kind, encouraging, and wise. I have had many ups and downs throughout the process that only you are fully aware of. Thank you for hanging in there with me through all of this. I would not have finished this journey without your care and constancy. You are the rock of our family, and I am so appreciative of you.

Next, I would like to acknowledge my son, Kevin Hawkes Jr., who motivated me to complete this process. You are the blessing of my life, and I work hard to prove this to you every day. Now that this process has ended, I hope that you can see the fruits of hard labor and faithfulness. Thank you for your unconditional love and sweetness.

I would also like to acknowledge my many friends and family who supported me throughout this journey. From babysitting to providing an ear for my concerns, your love and support are appreciated. Thank you for understanding when I was unavailable for calls and events. The pride you have shared has served as a motivator for me to stay the course. I look forward to resuming a more engaging social life with you all.

Finally, I would like to acknowledge my dissertation committee: Dr. Tracey Phillips (committee chair) and Dr. Tracy Jackson (second committee member). You have both provided me with the coaching and instruction that was necessary to complete this difficult journey. I thank you for the phone calls, redirection, and support provided throughout this process.

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Chapter 1: Introduction to the Study

Introduction

Juvenile offense is a documented social problem that relies on families, the juvenile justice system, and human/social service professionals for successful correction (Shaw & McKay, 2016). Black youth comprise a disproportionate segment of the juvenile offender population, offending at three times the rate of their White counterparts (Fader, Kurlychek, & Morgan, 2014). In the view of Hinton (2015), Black youth constitute the community that is most in crisis and needing correction and intervention. Studies have shown that parental involvement in various types of juvenile programs, such as education or drug interventions, increases the likelihood of successful intervention and permanent correction (Wilder, 2014). In this study I focused on Black parental involvement in the intervention of Black juvenile offenders.

In this chapter, I introduce the main topic of study, Black juvenile offense. In the Background section, I focus on the unique challenges that Black juvenile offenders face in comparison to other ethnicities. I examine the various types of intervention and reform measures that have been used to correct offenders' behavior, specifically in the Black community. The background section provides context for the three subsequent sections of the chapter: the problem statement, purpose of the study, and research question. I then provide an overview of the conceptual framework and nature of the study. After doing so, I define the terms that are frequently used throughout the study and discuss the assumptions, scope and delimitations, limitations, and significance of my research. I conclude by summarizing Chapter 1 content and providing a preview of Chapter 2.

Background

Researchers have shown that Black juveniles offend at a higher rate and are dealt with more severely than offenders from other ethnicities (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2019). However, to truly understand the basis for Black juvenile offense and unfair correction, background information on the historical context of racial disparities that exists within the U.S. juvenile justice system must be reviewed (Campbell et al., 2017). There is a connection between the notions of White supremacy and Black inferiority extending to slavery and continuing to the current disparate intervention of Black juveniles and their overrepresentation in the juvenile justice system (Barrett & Katsiyannis, 2015). Racial disparity can lead to the dehumanization of Black children when they enter into the juvenile justice system (Amani et al., 2018; Brunson & Pegram, 2018; Goff, Jackson, Di Leone, Culotta, & DiTomasso, 2014). This disparity may lead to minimized protection of Black children during their childhood years and a reduced concern for the innocence of Black children versus that of their White peers from a societal perspective (Goff et al., 2014). Black juvenile offenders have a higher likelihood of being assigned to residential facilities, while their White counterparts are more likely to be placed in programs that are more therapeutic or intervention in nature (Fader et al., 2014).

Disparity and mistreatment are not the only reasons that Black youth offend or continue to offend. Decision-making, peers, and family are all factors that can influence the likelihood of offense (Agnew, 2016). The mistreatment of Black youth may be traced back to the lack of understanding and cultural insensitivity of juvenile justice

administrators and officers, which is systemic causation (Mears, Cochran, & Lindsey, 2016). Therefore, disproportionality of intervention and subsequent diagnoses are often much harsher on Black youth (Baglivio et al., 2017; Sealey-Ruiz & Greene, 2015).

Parental involvement in the proceedings and adjudication of offending children plays a significant role in the types of rulings their children receive, furthering the importance of parental participation in the intervention of their offending children (Young & Reviere, 2015). Lacey further suggested that there be focused efforts on trauma prevention and emotional healing within the intervention process, along with programs that are inclusive of familial and community considerations (2013). In relation to community consideration, researchers have also established a need within the Black community for a cultural competence component within intervention programs (Brissett-Chapman, 2018; Huey, Tilley, Jones, & Smith, 2014; Johnson, 2018; Menon & Cheung, 2018). Researchers have also established that most offenders live with the absence of an involved father, which can also increase their association with other juvenile offenders (Hoffman & Dufur, 2018; Nisar, Ullah, Ali, & Alam, 2015; Pardini, 2016; Simmons, Steinberg, Frick, & Cauffman, 2018). Heavy parental involvement is recommended for children involved in prevention, reform, and enforcement efforts (Bechtold, Cavanaugh, Shulman, & Cauffman, 2014; Nisar et al., 2015). Parental involvement from both or either parent has a positive impact on the correction of their offending child.

Incorporating cultural considerations in programs targeting juvenile offenders is also supported in the research. Researchers have asserted that it is imperative to involve parents in juvenile offender programs and for programs to be culturally receptive

(Howard, 2015; Unnever, 2015). Furthermore, it is important to incorporate cultural considerations at the onset of these programs to better optimize impact (Kourea, Lo, & Owens, 2016). Researchers have further affirmed the importance of properly informing the parents of alternative means of intervention by providing culturally responsive social support through the adjudication process (Richardson, Johnson, & St. Vil, 2014). These findings suggest that programs that include parental involvement and attention to culture may promote better outcomes for youth in the juvenile justice system.

Problem Statement

A juvenile offender is generally defined as someone under the age of 18 who commits an act that is against the law (Barrett & Katsiyannis, 2015; Pickett, Chiricos, & Gertz, 2014; Tolan, Henry, Schoeny, Bass, & Lovegrove, 2013; Unnever, 2015). Blacks make up 30% of the U.S. population, yet they represent 60% of the imprisoned adult population while their White counterparts make up 60% of the U.S. population and represent only 30% of imprisoned adults (U.S. Department of Justice, 2019). This disproportionate rate of incarceration is similarly reflected in juvenile offense rates. Black youth comprise 16% of the American youth population, while White youth comprise 51% of American youth (OJJDP, 2019). Yet Black youth represent 31% of all juvenile arrests, compared to Whites representing 32% of juvenile arrests (OJJDP, 2019). Despite an overall reduction in juvenile crime over the past decade, this disparity remains constant (Fader et al., 2014; Hinton, 2015; Pezzella, Thornberry, & Smith, 2016).

The detrimental effects of juvenile offense on society are multitudinous. There are both human and economic costs associated with this epidemic. There is a strong

correlation between juvenile offense and drug and alcohol abuse (DeLisi, Angton, Behnken, & Kusow, 2015; Monahan, Rhew, Hawkins, & Brown, 2014; Oesterle et al., 2015). Juvenile offense has also been linked to risky sexual behavior, increased gang activity, and higher rates of youth incarceration and subsequent recidivism, which minimize both the likelihood of academic success and career options (Aizer & Doyle, 2015; Egley, Howell, & Harris, 2014; Finkelhor, Turner, Shattuck, & Hamby, 2013; Goesling, Colman, Trenholm, Terzian, & Moore, 2014; Gordon et al., 2014; Kearney, Harris, Jácome, & Parker, 2014; Lansford, Dodge, Fontaine, Bates, & Pettit, 2014; Rodriguez, 2013).

Juvenile offense can also create an economic burden on society. Some of the types of economic burden caused by juvenile offense are as follows: medical costs, lost wages, lowered economic growth, and restitution costs (Wolke, Copeland, Angold, & Costello, 2013). The social costs related to juvenile offense, although more difficult to measure, can be significant and long-term. Incarceration causes a loss of mental productivity, reduced career aspirations, and a juvenile's ability to become a productive and stable adult (Campbell et al., 2017). The cumulative negative effects of juvenile offense provide context to the size and impact of this societal problem.

The problem of juvenile offense is serious and requires many resources for correction and intervention. In order to address the problem of increased rates of offense, the following types of intervention programs have been utilized: mentoring programs, school-based programs, behavioral health/therapeutic programs, early-intervention programs, detention programs, scared straight programs, community programs, and

family or parent-centric programs (Aizer & Doyle, 2015; Anderson, 2014; Goff et al., 2014; Kearney et al., 2014). These programs comprise the primary source of intervention for this prevalent social issue.

The decision as to which type of intervention program Black youth participate in can come from the juvenile justice system, parents, or as a mandate or recommendation from the school system (Pennington, 2016; Sellers, 2014). Parental involvement refers to the parental behaviors that influence children's behavior, choices, achievement, and development (Bakker & Denessen, 2007). An example of parental involvement would be a parent seeking intervention resources or programs to deal with their child's offense. Parents will always play a pivotal role in the intervention and correction of their children, and their influence in the process of intervention is significant (Nisar et al., 2015). Higher rates of reform, program success, and program effectiveness have been tied to increased parental involvement (Burke, Mulvey, Schubert, & Garbin, 2014; Eichelsheim, 2017; Walters, 2013, 2014; Wang et al., 2016; Yoder, Brisson, & Lopez, 2016).

The research regarding juvenile intervention programs illuminates important findings. However, there appears to be lack of scholarly attention to parents' experiences and perceptions of programs for juvenile offenders. I found no research specifically on the experiences and perceptions of Black parents of juvenile offenders regarding their selection of programs. In the absence of such research, I concluded that further research was warranted to address the issue of juvenile offense in the Black community.

Purpose of the Study

The purpose of this generic qualitative study was to explore the experiences and perceptions of Black parents in selecting juvenile intervention programs for their children who have offended. Juvenile offense is a serious societal problem that impedes healthy juvenile development, reduces the likelihood of offenders obtaining higher education, lowers socioeconomic status, and creates trauma and instability within the family and community (Egley et al., 2014; Goff et al., 2014; Lacey, 2013; Leiber, Peck, & Rodriguez, 2016; Oesterle et al., 2015). In conducting this study, I wanted to contribute to the existing body of literature on juvenile offense and reform and to increase the understanding of this societal problem within the Black community. Examining the issue of juvenile offense adds to the literature by providing perspective on parents' decision-making and selection process. Better understanding the process by which Black parents select juvenile programs contributes to social change by providing greater insight into the drivers of the selection and involvement processes and the subsequent impact on program effectiveness. With such insight, policymakers and practitioners may be able to refine the design of programs targeted to juvenile offenders and achieve better outcomes for these youth.

Research Question

What are the experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended?

Conceptual Framework

The theoretical base for this study was Bronfenbrenner's (1979) ecological systems theory, which is commonly known as EST. I used Epstein's (1993) Partnership Model questions when composing the interview guide (see Appendix A) for the study (see Valli, Stefanski, & Jacobson, 2016). I used EST to explain the environmental impact on a child's development, drawing upon its five key areas to explain this interaction. The five areas comprising EST are the macrosystem, microsystem, exosystem, mesosystem, and the chronosystem (Bronfenbrenner, 1979). The microsystem focuses on the immediate environment within a child's life, such as family and home life (Bronfenbrenner, 1979). The mesosystem focuses on the interactions of the microsystems in a child's life, such as peers and family or school and home life (Bronfenbrenner, 1979). The exosystem focuses on the indirect environment in a child's life, such as issues with a parent's work life that create stress within the home, and subsequently on the child (Bronfenbrenner, 1979). The macrosystem focuses on the larger impacts such as government policy, courts, or cultural or religious beliefs (Bronfenbrenner, 1979). Finally, the chronosystem focuses on time and how changes in the child's stability occur over time, such as parent's divorce, a recession, or a death (Bronfenbrenner, 1979).

I also drew from Epstein's (1993) parental involvement model. Epstein (1993) asserted that parental involvement positively reinforces youth programs, practices, mental health, and development. This model suggests that parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community are the six strategies necessary for shaping the social fabric and quality of children's

youth (Epstein, 1993). This model further stresses the importance of parental involvement along with school and community in positively influencing children's lives (Epstein, 1993). In conceptualizing this study, I surmised that incorporating all six strategies in Epstein's model might lead to better program selection and program effectiveness among Black parents of juvenile offenders.

Nature of the Study

The nature of the study was a generic qualitative study. Qualitative research methods allow the researcher to delve into the depths of the subjects' experiences by encouraging participants to (a) share their personal experiences with a common program, (b) compare experiences in the common program through discussion, and (c) conceive commonalities that result from their sharing and discussion (Allen & Eatough, 2016; Yüksel & Yıldırım, 2015). I used interviews as my data collection method because interviews allow the researcher to obtain a deep description from the participants (Robinson, 2014). Thematic coding (Braun & Clark, 2014) was the method for data analysis and synthesizing the information into thematic conclusions. The sampling methods I used were purposive and snowball sampling. These methods are appropriate when a researcher must focus on subjects with a very specific experience or need (Robinson, 2014).

Definitions

In this section, I identify and define key terms as they will be used throughout this study.

Black: Individuals who self-identify with this ethnic group (McGee & Spencer, 2015).

Juvenile offender: A minor between the ages of 10 and 17 who commits a criminal or illegal act (Pasko & Lopez, 2016).

Juvenile offense: The commission of criminal or illegal acts by a minor between the ages of 10 and 17 years old (Sykes & Matza, 2017).

Parent: The male or female biological or nonbiological legal parent of the juvenile offender (Posey, 2017).

Assumptions

The first assumption of the study was that all participants would meet each of the participation requirements and answer all interview questions with honesty and openness (see Wolgemuth, 2015). The next assumption was that my conceptual framework, Bronfenbrenner's (1979) EST, would fully support the nature of my research study. My third and fourth assumptions were that the use of interviews as the data collection method would be adequate for my study and that six to 10 intended participants would be significant enough to ensure saturation for my generic qualitative study (see Robinson, 2014).

Scope and Delimitations

The scope of this study was focused on a narrow sample of participants who met all of the eligibility criteria and volunteered to participate. One delimitation of the study was that the study only involved Black parents of juvenile offenders. I focused on Black parents in particular because Black youth have a higher occurrence of juvenile offense

(Leiber & Peck, 2015). This delimitation was meant to maintain homogeneity in my sample, which is important when studying the perspectives and experiences of a specific group (Leiber & Peck, 2015). Another delimitation of the study was that recruitment took place at two facilities outside of Atlanta, Georgia. The rationale for selecting these two specific facilities (a juvenile programs agency and a church) was based on both the purpose of the study and the high likelihood of recruiting my targeted participants and sample size from within either location. A final delimitation of this study was that I only looked at parental involvement in choosing intervention programs; I did not examine other aspects of participants' experiences as parents of juvenile offenders.

Limitations

The first limitation to this study was the targeted sample size of six to 10 participants. A sample size of 10 participants is generally considered to be enough for data saturation (Fusch & Ness, 2015). However, Fusch and Ness (2015) further stated that saturation can occur before or after reaching 10 participants. I balanced my concern for having an adequate number of participants by setting six as a minimum number of participants and 10 as a maximum number. The second limitation was based on a qualitative study's dependence on the participants providing deep and honest personal perspectives (see Gagnon, Jacob, & McCabe, 2015). Researchers are encouraged to establish rapport with participants by beginning the interview with questions that are less intrusive and more empathetic, then moving into more personal and sensitive interview questions (Rubin & Rubin, 2012). To manage this limitation, I ordered my questions in

the same way, first building a solid rapport with the participants that encouraged in-depth discussion from their own candid perspective.

Significance

The literature on juvenile offense reform addresses many issues related to program effectiveness and the associated challenges of rehabilitating criminal behavior and actions (Aizer & Doyle, 2015). However, I was unable to find literature on the processes that Black parents use to select appropriate intervention programs for their offending children. Parental involvement in the reform process has been linked to higher success outcomes that can lead to lower recidivism, increased educational achievement, and a productive adulthood (Fader et al., 2014; Howard, 2015; Janssen, Weerman, & Eichelsheim, 2017; Kourea, Lo, & Owens, 2016; Richardson, Johnson, & St. Vil, 2014). Therefore, this study provided insight into how parents choose programs for their children, which could lead to greater reform and intervention effectiveness.

Summary

In this chapter, I introduced the study by providing context and history on the issue of racial disparity and mistreatment of Black juvenile offenders. I further explained the need to study Black juvenile offense from the perspective of intervention/correction due to the high-level of occurrence of offense among Black youth (Furdella & Puzzanchera, 2015). Next, I provided an overview of the conceptual framework and methodology for the study. I interviewed parents with a focus on their experiences and subsequently interpreted their feedback. In the remaining sections of the chapter, I provided key definitions and considered the assumptions, scope and delimitations,

limitations, and significance of my research. In Chapters 2 and 3, I review applicable and related literature and the methodology of the study. In Chapter 4, I present the participant profiles and study results. Chapter 5 offers a conclusion to the study with an interpretation of the findings, along with implications for future research and social change.

Chapter 2: Literature Review

Introduction

Juvenile offense is a societal problem that leads to a myriad of issues for individuals, families, and communities. The negative effects of juvenile offense include drug and alcohol abuse as well as adult criminalization and incarceration (Aizer & Doyle, 2015; Dargis, Newman, & Koenigs, 2016; DeLisi et al., 2015; Monahan et al., 2014; Oesterle, et al., 2015; Young, Moss, Sedgwick, Fridman, & Hodgkins, 2015). The issue of juvenile offense is more poignant in the Black community due to higher rates of arrests and incarcerations (Fix, Fix, Weinke, & Burkhart, 2017; Hinton, 2015). These rates are disproportionate to all other ethnic groups; Black youth arrest rates are more than double that of White youth (OJJDP, 2018), with Black youth representing nearly one third of juvenile arrests and 58% of state prison incarcerations (Hockenberry & Puzzanchera, 2018; Leiber et al., 2016). To resolve the issue of juvenile offense, many U.S. communities have established state, local, and private intervention programs with a goal of curtailing offensive criminal behavior.

One key factor in intervention effectiveness and positive program outcomes is parental involvement (Nisar et al., 2015; Pennington, 2016; Sellers, 2015). Although much has been written about the positive impact of parental involvement on intervention effectiveness, certain subgroups--specifically Black parents--have had little specific representation in the literature (Barrett & Katsiyannis, 2015). The purpose of this study was to explore the lived experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended.

In crafting the literature review, I focused on providing summative empirical knowledge on Black parents' involvement in their children's intervention, along with the decision-making process they use to address their child's behavioral issues. In the first section of this chapter I discuss the literature review strategy, and in the second section I describe the conceptual framework applied to the study. The literature review section that follows includes an exploration of the negative implications of juvenile offense on society, such as increased gang activity, risky sexual behavior, adult criminalization and recidivism, and higher drop-out rates. Following this discussion is a review of the history of juvenile offense intervention over the last century, leading up to a discussion of modern types of intervention programs. The last section of the literature review includes a discussion of the intervention selection process and its effectiveness; in the review's conclusion, I highlight the gap that exists within the literature regarding Black parents' involvement with their offending children.

Literature Search Strategy

The topic for this research was Black parents' involvement in choosing intervention programs and services for their offending children. I gathered sources for this literature review from peer-reviewed journal articles, which I accessed from databases and academic search engines. These included Google Scholar, Education with SAGE, SocINDEX, Education Research Complete, ProQuest Central, Academic Search Complete, PsycINFO, and multidisciplinary databases. I used Walden University Library to access most of the literature for the review, performing subsequent searches for data on U.S. juvenile offense from the U.S. Department of Juvenile Justice website. To conduct

this review, I used the following key words and Boolean terms: *Black parents*, *cultural pedagogy*, *cultural responsiveness*, *disproportionate minority confinement*, *juvenile offense*, *Juvenile Justice System*, *juvenile offender*, *juvenile intervention*, *mentoring programs*, and *intervention programs.*

Conceptual Framework

This generic qualitative study extends knowledge of juvenile intervention and parental involvement through the application of Bronfenbrenner's EST (Sallis, Owen, & Fisher, 2015). EST concerns the process of human development within social systems (Onwuegbuzie, Collins, & Frels, 2013) and the connection of the microsystem, macrosystem, mesosystem, chronosystem, and exosystem (Pittenger, Huit & Hansen, 2016). In the case of EST, the microsystem is the system that a person can directly contact and/or influence, such as a family member (Perron, 2017). The mesosystem is the system that defines the interaction between the parts in a person's microsystem, such as between parents and school administrators, while the exosystem is the system that represents social links that indirectly impact and influence a person (Burns, Warmbold-Brann, & Zaslofsky, 2015). The macrosystem is the culture in which a person lives, and the chronosystem represents any life-changing transitions that a person may experience (Becker & Todd, 2017). Each of these systems influences the development of individuals through varying levels of adaptability, assimilation, and functionality (Perron, 2017). Bronfenbrenner explained that a person's experiences are modulated by environment and cultural norms (Onwuegbuzie et al., 2013). This theory provides an excellent basis for the juvenile justice research.

To have a fully optimized experience, the environment and norms must be fully addressed (Chan et al., 2016). Therefore, when an individual makes a decision to act or behave, their cultural norms and environment heavily influence their decision. Bronfenbrenner explained that there are disparities and biases within each person's environment (as cited in Skeem, Scott, & Mulvey, 2014). Differences in culture and environment (along with biases and the obstacles that some individuals encounter within each system) will alter the response and decision of the individual. As circumstances (systems) change, so will an individual's response (Hong, Voisin, & Crosby, 2015). Therefore, individuals are expected to make different decisions according to their cultural norms and environment, even when placed in the same situation.

Parental decisions regarding juvenile offense intervention are in response to actions taken by their child and are based on their cultural norms and environmental influences (Forehand & Kotchick, 016). In the case of a juvenile offender, the microsystem is comprised of parents, schools, peers, and the juvenile justice system. The microsystem represents the system that is closest to a person (an offending child in this case) and is also that which has the highest influence and most responsibility for the child. The relationship between parent and child is mutual, which factors into the importance of the parental relationship between a parent and an offending child. Furthermore, peers play an important and influential role in the life of an offending child and can either ameliorate or exacerbate offensive behavior (Mann et al., 2017). The role of the juvenile justice system is that of an arbitrator, in that it applies an authoritative judgment based on the child's offense.

The mesosystem is comprised of the interaction between the juvenile offender, his or her parents, and peers. In the case of the offender, the mesosystem requires positive interaction between the offender and his or her parents, the parents and the juvenile justice system, the offender and his peers, and the peers and the parents. If parents have an involved and positive relationship and communication with the juvenile justice system, there is an increased likelihood of intervention and reversal of behavior (Moore, 2017). Furthermore, having a positive group of peers can assist the offender in making better decisions regarding lifestyle and conduct (Felson & Kreager, 2015). Finally, an offender's positive relationship with and perception of the system (i.e., the parole officer) can also be indicative of his or her taking intervention seriously (Finkelhor et al., 2014).

The exosystem may be a parent's job, work environment, or romantic relationship, and its impact on the child. If parents have a stable job with steady pay and benefits, they may have less stress and be more emotionally available to their child (Gross et al., 2014). Furthermore, parents may be able to use employee assistance benefits for counseling and coaching to help improve the behavior of their child (Moore, 2017). A rocky or volatile romantic relationship, on the other hand, would be counterproductive to correcting juvenile behavior. In this case, the impact on the child could be negative and could potentially encourage the modeling of violent or abusive behaviors (Gordon et al., 2014).

The macrosystem is the youth's interaction with the juvenile justice system. The macrosystem impacts a child by exposing him/her to cultural or ethnic norms that are negative or accepted in their neighborhood. Further, an offending juvenile may live in an

area that has a high crime or violence rate based on the economic status of the family.

Finally, the chronosystem how time has had an impact on different events in the person's

life (Becker & Todd, 2017; Espelage, 2014). Both examples can affect the exosystem

and macrosystem of the offending child and have a major influence on the psychological

and emotional health of a juvenile offender, as well their family or other supportive

people in their lives.

Literature Review Related to Key Concepts and/or Variables

History of Juvenile Justice and Intervention

The juvenile justice system is the primary means of dealing with youth who

commit a criminal offense in the United States (Lehmann, Pickett, Ryon, & Kosloski,

2019). Although the primary goal of the juvenile justice system is to rehabilitate criminal

behavior, the system also deploys various programs, including incarceration, for juvenile

offenders. The system has changed drastically over the last two centuries, as more

progressive and therapeutic means of intervention are being utilized.

As juvenile offense is a societal problem, the changes in the administration and

intervention of juvenile offenders have mirrored societal shifts and demographic changes

within American society (Wolke, Copeland, Angold, & Costello, 2013). The intent of the

court is to provide juvenile offenders with a fair and just process for adjudication

(Schmitz, 2017). The courts supposedly take into consideration the state of the youth's

home life and parental ability before making judgement on administering punishment

(Kurlychek, 2014).

In the 1960s, the American public voiced its concern and contempt regarding the inefficacy of the juvenile justice system and unrestricted punishment from juvenile court (Schmitz, 2017). At the same time, the Civil Rights Movement highlighted major concerns within the juvenile justice system regarding the unfair intervention of Black offenders, and discriminatory sentencing measures taken against Black youth (Tanenhaus, 2015). Therefore, legal representation and mentoring programs targeting minority youth were incorporated into the fabric of the juvenile justice system, along with increased involvement from local, state, and federal politicians (Marrett, 2017; Stoltz, 2015).

The rise in juvenile offenses facilitated the initiation of mandatory incarceration, which led to disparity of intervention (Monahan, Steinberg, & Piquero, 2015). Mandatory incarceration, longer sentencing terms, and overcrowded youth facilities were the product of these societal changes; while disparity between races was furthered during this timeframe (Evangelist, Ryan, Victor, Moore, & Perron, 2017). In the late 1990s, juvenile offense and incarceration rates began to drop for the first time in three decades (Lehmann et al., 2019). What preceded this decrease was a more progressive approach to juvenile justice that is founded in both behavioral and therapeutic intervention. In addition to this, child advocates also pushed for lighter sentencing and minimal sentencing for lesser crimes (Campbell & Papp, 2018; McCafferty, 2018). As a result, the juvenile justice system is in its most progressive state and has more behavioral and supportive offerings available than ever before. However, the concerns regarding racial disparity and discrepancies continue and are validated by data provided by the Department of Juvenile

Justice (Evangelist et al., 2017; Mears, Pickett, & Mancini, 2015; Schlossman & Welsh, 2017; Williams et al., 2017).

Black Juvenile Offense

Despite the literature illuminating racial disparity within the Black youth population, the issue of offense within the Black community is real and pervasive (Felson & Kreager, 2015). Lowered socio-economic status in the Black community has been linked to both juvenile offense and adult incarceration (Unnever, 2015). Black youth commit higher rates of violent and property crime than their White counterparts (OJJDP, 2019). The violent crime index is inclusive of homicide, rape, robbery, and aggravated assault, while burglary, larceny and theft, auto theft, and arson make up the property crime index (Aizer & Doyle, 2015).

Although the nation's rate of juvenile adjudication decreased by approximately 47% from 2003 to 2013 due to the intervention improvements implemented in the 1990s, racial disparity in the juvenile justice system is still a concern (Lacey, 2013; Spinney, Yeide, Feyerherm, Cohen, Stephenson, & Thomas, 2016). During this same ten-year period, the racial gap for incarcerated juveniles increased by 15%. Black juveniles are four times more likely to be incarcerated than White juveniles that commit the same crime (Leiber & Peck, 2015; Spinney, Yeide, Feyerherm, et al., 2016). Although Black juveniles represent only 17% of the American juvenile population, they comprise of 31% of all juvenile arrests (Lehmann et al., 2019). Black juvenile arrest rates are more than double that of their White peers, and again comprise almost 60% of state prison juvenile incarcerations nationwide (OJJDP, 2018).

The issue of disparity in juvenile justice has been a topic of discussion since the mid-1960s, when the civil rights movement began to highlight the detrimental role that the justice system played in the Black community. In the 1980s, juvenile justice experts further asserted the negative effects of disparate juvenile corrections and harsh sentencing on Black offenders (Pickett, Welch, Chiricos, & Gertz, 2014). In response to the disparity within the juvenile justice system, in 1994, the Office of Juvenile Justice and Offense Prevention (OJJOP) mandated that states assess their juvenile system for Disparate Minority Confinement (DMC) prior to receiving federal funding or grants for juvenile intervention (Dawson-Edwards, Tewksbury, & Nelson, 2017). Subsequently, it was found that there was a considerable volume of sociological research asserting widespread discriminatory practices within the American juvenile justice system that were biased against Black youth (Aizer & Doyle, 2015; Aalsma, Holloway, Schwartz, Anderson, & Zimet, 2017; Goff et al., 2014; Mason, 2015; Peck & Jennings, 2016).

Modern Juvenile Justice Intervention Programs

Modern juvenile intervention programs are more therapeutic, in that they deal with the offenders' behavioral issues and focus less on the criminal aspect of the offense (Sankofa et al., 2017). Therapeutic intervention is restorative in that it addresses the emotional and mental barriers as well as the issues causing a person to behave poorly and/or make bad decisions (Goshe, 2015). Current juvenile justice researchers call for the removal of discriminatory practices and adjudicators that have a history of unfair intervention and disparate sentencing for minority youth (Helms, 2014; Marrett, 2017; Voisin et al., 2017; Williams, 2017). To change the circumstances of offending youth, the

following types of juvenile intervention programs exist: mentoring programs, education-based programs, familial-based programs, social competence programs, therapeutic programs, violence prevention, and scared straight programs (Mihalic & Elliot, 2015; Vries, Hoeve, Assink, Stams, & Asscher, 2015). These programs will be further explored below.

     Mentoring programs. Mentoring programs focus on pairing juvenile offenders (mentees) with a positive role model (mentors) that can provide lifestyle direction and good decision-making advice (Aizer & Doyle, 2015). Mentoring programs can be administered by church groups, community centers, schools, and/or business-related programs. Mentoring has proven to be a positive and effective means of correcting offensive behavior – particularly when used as a method for early intervention (Tolan et al, 2013). Mentoring is most effective when the behavior has not been present for a long term and the offender is still responsive to external influence (Lipsey, 2018). Once the youth has hardened and has committed more advanced crimes, it can be more difficult to convince them to take part in mentoring or to heed the advice of a mentor (Dubois & Keller, 2017). The Black community has a history of strong mentoring programs that are funded and managed by historically Black Universities and Colleges, Black fraternities and sororities, community activists, and the Black church (Armstrong & Jackson, 2017; Harris, 2018; Lindt, & Blair, 2017; Somers, Wang, & Piliawsky, 2016). Because these programs are effective, there is a documented need for more mentoring programs to help address juvenile offense (McDaniel & Yarbrough, 2016).

Education-based programs. Education-based intervention programs have been successful with incarcerated offenders as they can be administered within the confines of juvenile detention (Cavendish, 2014). Programs for incarcerated youth target the educational deficits of juvenile offenders, specifically focusing on areas of impairment and mental health outcomes (Barnert, Perry, & Morris, 2016). For offenders that are still attending school, onsite counselors can help to address problems related to emotional and behavioral incidents, which allows the child to focus on scholastic achievement (Guerin, Otis, & Royse, 2013). These counselors often partner with adjudicators to lighten or change the focus of sentencing and reform and have created a new framework for juvenile care. Schools often work with external providers that specialize in different problems associated with drugs, abuse, or other specific issues to increase the youths' ability to focus on education and address the underlying problems that led to their offending behaviors and poor decisions (Belenko et al, 2017). In this case, the education-based program provides intervention within the school environment, thus associating school with betterment and positivity.

Familial-based Programs. Familial-based programs focus on improving parental efficacy, involvement, participation, and interaction in the lives and intervention of their children (Sellers, 2015). These programs target young parents, single-mothers, single-fathers, or can be behavior-based and focus on the behavioral history between the parents and children. These programs can be very low cost and can strengthen the engagement of parents and children. They are often funded and provided for by human service or religious organizations (Doman, 2016). The involvement can also be inclusive of

siblings, grandparents, or any other individual that have a vested interest in the child's success (Burke et al., 2014). The programs equip families for success by providing them with the tools needed for the successful intervention of their offending children (Gross, Breitenstein, Eisbach, Hoppe, & Harrison, 2014; Piquero et al., 2016).

An interesting and developing aspect of familial-based training is the incorporation of a cultural diversity component. The inclusion of culturally-specific training for families is to target the special needs of parents with the acknowledgment of ethnic and social differences, thus making the training a very focused and ethno-centric endeavor – which has been proven effective and increases retention (Aleksandrov, Bowen, & Colker, 2016; Gay, 2013; and Hardy & Laszloffy, 2017). As a corrective intervention, this type of intervention targets the specific needs of an offender based on his/her culture. This has been a consistently effective approach in the Black community, which warrants additional consideration due to the high juvenile offender rates discussed previously in this paper (Forehand & Kotchick, 2016; Huey et al., 2014; Masten & Monn, 2015).

Social competence programs. Social Competence intervention programs target offending youth by equipping them with cognitive and behavioral skills they can apply when faced with emotional and social problems such as bullying and decision-making, which have contributed to their decision to offend (Averdijk, Zirk-Sadowski, Ribeaud, & Eisner, 2016). The programs are effective in preparing youth for interactions with peers and authority figures, assimilation into the workplace as adults, and living their lives as productive citizens upon either release from confinement or as general living guidance on

a day-to-day basis (Taylor, Oberle, Durlak, & Weissberg, 2017). These programs can be administered within youth detention facilities, human service organizations, or through counselors/therapists. In the Black community social competence programs have been shown to be effective as they provide offenders with a positive way to socialize with others, manage emotions, and respond positively to triggers (Taylor, Conger, Robins, & Widaman, 2015). Further, these programs tend to be funded and facilitated by qualified providers and/or human service professionals (Whalon, Conroy, Martinez, & Werch, 2015).

      Therapeutic programs. Therapy-based programs are those that focus intervention on the juveniles' mental and emotional state (Kaiser & Holtfreter, 2016). These programs focus on allowing youth to express the anguish or trauma they have experienced and provides them with an outlet for release, while also equipping the youth with coping skills to avert aggressive and increase self-control (Johnides, Borduin, Wagner, & Dopp, 2017). These programs can be funded through insurance benefits or human service organizations and services are generally provided by a licensed counselor or therapist (Underwood & Washington, 2016). In the Black community, there is a history of reluctance and distrust related to therapy and counseling, which is at odds with the additional stressors associated with Black life in America (Campbell & Long, 2014). The negative connotation associated with therapy and counseling in the Black community are of concern when considering the mental health and stability of offending juveniles; thus, furthering the need for therapy-based program that support the community's youth (Sanchez & Lee, 2015).

Scared straight programs. Scared straight is a type of violence and delinquency intervention program that places juvenile offenders in a jail or prison-setting with adult inmates with the intention to the scare them into making better decisions and changing their behavior (Sellers, 2015). Research on these programs has shown negative outcomes such as a higher propensity for violence, increased aggression, desensitization to crime, recurring violations, peer contagion, and reversion of participating youth (Maahs & Pratt, 2017; Mihalic & Elliott, 2015; Petrosino & MacDougall, 2017; Petrosino, Petrosino, Hollis-Peel, & Lavenberg, 2014). Scared straight programs are normally funded and administered by local or state law enforcement in partnership with the juvenile justice system but have been disparaged due to low effectiveness and adverse results (Richardson, Johnson, & St. Vil, 2014). Therefore, one can conclude that incarceration is not the answer for juvenile offense.

Conversely, there are violence correction programs that are based on positive reinforcement and awarding youth when they make positive or better decisions, while also teaching them how to respond to challenges with aggression or violence in a new and productive way (Cohen, Espelage, Twemlow, Berkowitz, & Comer, 2015). These programs can be based out of local law enforcement agencies, school systems, or by clergy/religious organizations (Brunson, Braga, Hureau, & Pegram, 2015). Ultimately, these types of programs are most effective when targeting juveniles that have not committed serious violent acts (Finkelhor et al., 2014). In the Black community, violence intervention programs have been proven effective when racial or ethnic factors are included in the program's components, like the cultural and diversity-specific measures

in familial intervention programs (Jones & Neblett, 2016). These programs focus most on providing high-risk youth with a different way to react to life stressors (Massetti, 2016).

Parental Involvement

Despite the numerous types of juvenile intervention programs available, along with the generational improvements to the juvenile justice system, program selection and composition play a pivotal role in the intervention of juvenile offenders (Seller, 2014). The decision as to which type of intervention a juvenile offender should receive will be made by the juvenile justice court system, parents, a counselor or therapist, or as a mandate from the school system (Pennington, 2016). Regardless of the ultimate decision-maker, all the roles are important and require a well-informed decision-maker (Leiber & Peck, 2015).

However, the most impactful intervention occurs when parents are involved in the intervention (Criss, Lee, Morris, Cui, Bosler, Shreffler, & Silk, 2015). The involvement of parents in the intervention of high-risk children with a history of violence has been shown to effectively reduce the rates of recidivism, decrease violent acts, and increase the effects of therapy and intervention (Aizer & Doyle, 2015; Burke et al., 2014; Janssen, Weerman, & Eichelsheim, 2017). Higher rates of juvenile offender intervention and program success are tied directly to increased parental involvement of one or both parents (Burke et al., 2014; Menting et al., 2016). Parents can make the case for the support and discipline they are able and willing to provide to keep their child out of the court's custody (Wang et al., 2016). However, to make effective and coordinated decisions such

as this, parents need to be aware of and informed of their options, rights, and resources (Mann et al., 2015).

  Cultural competence. Current literature on Black parental involvement includes discussions on cultural competence and ethnic considerations (Kourea, Lo, & Owens, 2016). The consideration of culture competence is based on the context of parental and intervention effectiveness. Due to the disparity associated with Black juvenile offense, the incorporation of a cultural consideration must be evaluated to address this high-risk social issue (Felson & Kreager, 2015). The involvement of Black parents in the intervention and intervention of their children is necessary to facilitate long-term success. Understanding the modulating role of culture in this issue could lead to increased engagement and effectiveness (Jeynes, 2016). Black parental involvement has a direct and positive correlation to increased Black youth academic achievement and criminal aversion (Holmes, 2015). Further, Black parental involvement has been linked to increased behavioral and emotional development in adolescents (Wang, Hill, & Hofkens, 2014). Finally, familial stress and a lack of parental engagement are linked to adolescent criminalization, thus furthering the need for parental involvement in programs that are focused on the therapeutic, emotional, or social needs along with their children (Simons et al., 2016).

Summary and Conclusions

  Juvenile offense affects offenders, families, and communities due to the social, economic, and financial implications associated with the problem (Makarios, Cullen, & Piquero, 2017). Some of the negative effects of juvenile offense include stigmatization

of both the offender and family by society, hindered educational development, and increased likelihood of recidivism or adult incarceration (Mann et al., 2015). Vandalism, violence, and theft committed by juvenile offenders can decrease community property value and lower community morale and occupancy (Mugford, & Braithwaite, 2017). Offenders are further impacted by becoming desensitized to crime as the seriousness of their acts and can become unconcerned about the effects of their actions on their selves, families, or others (Kerig, Chaplo, Bennett, & Modrowski, 2016; Mrug, Madan, & Windle, 2016).

There are many contributing factors to juvenile offense, such as sexual deviance, intellect, community, income levels, lack of educational attainment, exposure to gangs, and race (Vidal et al., 2017). To address this social problem and provide families with solutions, a variety of intervention and intervention options have evolved over the last century, from the traditional juvenile detention facilities to more therapeutic and restorative programs (Mears et al., 2015). School systems, the Juvenile Justice System, communities, and families all have a stake in the reduction of juvenile offense and play a variety of roles in the intervention and intervention of juvenile offense.

Intervention effectiveness and quality decision-making require that stakeholders be fully vested in the child's best interest. Of these stakeholders, parents generally have the most insight, context, and influence over the children's behavior and general well-being. Parental involvement is tied to emotional well-being, social competence, and the behavioral health of juvenile offenders (Wang et al., 2016). Research shows that the Black community is disproportionately affected by this epidemic (Leiber et al., 2016).

Therefore, as the parents with the most frequently affected children, Black parents have an even greater incentive to engage in the intervention process. With the prevalence of this issue within the Black community, the decision-making experiences of the parents of Black youth offenders would be helpful in illuminating the issues of juvenile offense, intervention, and reform, and may also shed a new light and perspective on the resolution of these complex issue (Young & Reviere, 2016).

In this literature review, I discussed the history of juvenile offense, intervention, and factors related to intervention effectiveness. I also provided a discussion of the importance of parental involvement to positive intervention results. I noted the disparity that Black youth face in the Juvenile Justice system, along with the heightened rate of offense within the Black community. It has been established that Black parental involvement is helpful through all phases of offense, to include sentencing, intervention, therapy, education, and all other aspects of correction. The purpose of this study was to address the apparent gap in the juvenile offender literature by illuminating the experiences of the parents of Black youth offenders regarding the selection of intervention programs. A general qualitative study was the research method chosen to capture this experience (Robinson, 2014). Chapter 3 provides a detailed plan for this study.

Chapter 3: Research Method

Introduction

The purpose of this generic qualitative study was to explore the experiences and perspectives of Black parents involved in the selection of juvenile intervention programs for their children who have offended. Juvenile offense is a serious societal problem that can impede healthy normal juvenile development, reduce the likelihood of offenders obtaining higher education, lower socioeconomic status, and create trauma and instability within the family and community (Egley et al., 2014; Goff et al., 2014; Lacey, 2013; Leiber et al., 2016; Oesterle et al., 2015). This chapter provides a justification for the use of a generic qualitative methodology to explore this topic through the conceptual framework of Bronfenbrenner's (1979) EST (see also Sallis et al., 2015). This chapter also includes information on the research design, role of the researcher, methodology, data analysis, issues of trustworthiness, and the ethical procedures of the study. The chapter concludes with a summary of key content from the chapter.

Research Design and Rationale

The research question for this study was as follows: What are the experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended?

There are three distinct types of research studies: qualitative, quantitative, and mixed methods (McCusker & Guynadin, 2015). Quantitative researchers seek to understand the cause and effect relationship between variables by using statistics, computer technology, and/or math (Hussein, 2015). Qualitative researchers use

descriptive factors (such as feeling, motivations, and opinions) to provide insight into a specific phenomenon or problem (Kornbluh, 2015). Mixed-methods researchers fuse the numerical, data-based quantitative approach with the more personal and iterative approach in qualitative research (Shekhar, Prince, Finelli, Demonbrun, & Waters, 2018). Ultimately, the choice of method should be based on which one best elicits the information needed to answer the research questions (West, 2013). I used the qualitative research method to understand the experiences and perceptions of the parents of Black juvenile offenders and their involvement in the decision-making process regarding intervention programs. In the case of my research, I was focused on the experience and perception of the Black parents of juvenile offenders, and not the systemic and or data comparison that is relevant in quantitative or mixed methods research.

There are five designs for qualitative research. They are narrative, phenomenological, grounded theory, ethnographic, and case study (Palinkas et al., 2015). Phenomenology focuses on what and how people experience certain phenomena (Lewis, 2015), while grounded theory research is inductive, which means that the researcher gathers and analyzes the data first and then selects an explanatory theory (Cho & Lee, 2014). This inductive approach differs from the other types of qualitative studies, which are deductive and have a theory in place before data analysis is conducted (Lewis, 2015). Ethnography is a design that allows the researcher to observe the phenomenon while being part of the group being studied (Hallett & Barber, 2014). Last, the case study design is centered on finding cases that demonstrate the hypothesis being asserted and generally requires various sources of evidence as proof of the researcher's assertions

(Lewis, 2015). The narrative research design allows the researcher to gather and analyze data and draw conclusions related to participants' experiences and perceptions based on their own storytelling (Campbell, 2014). Participants are able to describe how they feel or felt when experiencing a phenomenon; the researcher interprets the experiences as relayed by the participants (Matua & Van Der Wal, 2015).

For this generic qualitative study, I used the narrative design because it allowed me to provide an exploration into the subjects' experiences and perspectives (see Lewis, 2015). Use of this design allowed individual participants to provide a detailed account of their experience as the parent of an offending Black child. I explored the quality of the experience, how the experience could have been improved, the mechanism behind the decision-making process, and why the parents were involved in the intervention decision-making process. I then applied context to interpret meaning from the subjects' words and experiences to draw conclusions based on the themes that emerged from my analysis of the feedback (see Knight, 2015).

Role of the Researcher

The primary role of the researcher in a qualitative study is to interpret the information gathered from participant interviews and to group this information into themes that provide further insight into the participants experiences (Ormston, Spencer, Barnard, & Snape, 2014). Unlike a quantitative researcher, who uses established instruments to gather participant responses, the qualitative researcher serves as a human instrument to convey and interpret the experiences of participants in the research study (Lewis, 2015). To be a useful instrument, the researcher must be honest and forthcoming

of any relationship with participants, while also acting to minimize any bias related to the study's topic (Noble & Smith, 2015).

In this study, I observed the mannerisms, responses, and inferences provided by the participants. The role of a qualitative researcher is either emic or etic--emic if the researcher participates in or has experienced the phenomenon and etic if the researcher is removed from the phenomenon and plays a more objective role as researcher only (Punnett, Ford, Galperin, & Lituchy, 2017). In the case of this research study, my role as the researcher was purely etic, and the information I gathered was used solely for the purpose of advancing knowledge on the topic of parental involvement and juvenile offense. Tufford (2014) recommended that researchers honestly identify their own biases and set them aside for a nonbiased study. I identified my own biases using a journal to note my own feelings and beliefs relative to the topic, which is a means of self-reflection. I also used member checking during the interview process as a means of ensuring data accuracy, which lent credibility to the study (see Harvey, 2015).

Use of Self-Reflection to Minimize Bias

One way to reduce researcher bias is to capture feelings, reflections, and thoughts through bracketing (Tufford, 2014). The bracketing process involves self-evaluation and provides the researcher with an awareness of any biases or assumptions regarding the research topic. This self-reflection provides the researcher with awareness of bias which must be set aside to maintain the integrity of the study (Tufford, 2014). In this study, I was personally interested in the future of Black American youth. As a researcher, I have

worked with at-risk youth as a mentor and managed a mentoring program, which piqued my interest in juvenile offense.

To control for personal bias, I practiced reflective journaling by writing down my own feelings regarding the subject matter and processed this awareness to ensure that no biases were conveyed in the execution of this study. Because neither my immediate family nor I have been juvenile offenders, I am confident that I had no specific bias regarding program efficacy nor any personal gains to be made from the study. None of the participants in the study had a prior professional or personal relationship with me, and I informed participants that the study was unrelated to any of my previous professional work or related endeavors in an effort to avoid conflict or confusion. To further control for bias, I had a peer of mine review the reflections, analysis, and conclusions of my study. This peer review was conducted by an EdD researcher located in Central Tennessee, who serves as a scholar/professional with the Tennessee Department of Health and Human Services.

Methodology

Participant Selection Logic

The sample for this study consisted of seven Black or African American parents who had identified at least one of their children as being a juvenile offender who had been adjudicated through the juvenile justice system within the past 3 years. Each of these parents resided near metropolitan Atlanta, Georgia. Their child must have committed the act while between the ages of 10 and 17. To maintain the confidentiality of

the participants and their children, I used neither the participant's name nor the specific name of their city of residence in my research materials or report of study findings.

Sampling strategy. Qualitative research requires a deliberate and narrow selection process for sampling that is specific to the population that has experienced the phenomenon of the study (Morse, 2015). In qualitative research, there are primarily three different types of sampling strategies: quota sampling, purposeful sampling, and snowball sampling. Purposeful sampling is regularly used in qualitative research when there are limited resources, or limited access to resources (Palinkas et al., 2015). In the case of purposeful sampling, the researcher chooses those participants that most highly demonstrate or associated with the phenomenon being studied (Gentles, Charles, Ploeg, & McKibbon, 2015). A snowballing sampling method allows participants to make recommendations for additional subjects based on their knowledge of or involvement in the topic (Dhandapani, 2017).

In the case of this study, participants must have experienced the phenomenon within the last three years to be eligible to participate. Therefore, participants for this study were selected using the purposeful sampling strategy and the criterion sampling design, which requires participants to have experienced the phenomenon themselves and eliminates those that have not (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015; Robinson, 2014). The snowballing sampling method was also be utilized by participants that referred other Black parents to the study. The criteria established for this study were as follows:

1. Adult parent. Each participant must be 18 years or older and be the parent of a minor (between 10 to 17 years of age) who is or has been involved in adjudication through the juvenile justice system.

2. Location. Each parent must reside in the same county near Atlanta in order to summarize a similar experience with a similar adjudication process.

3. Black. Each participant must be the Black parent of a Black juvenile offender and reside with the offender at the time of their incident occurring.

Agency. I met with and received agency approval to conduct the study with participants from both the Board of Commissioners' Juvenile Programs Administration and at a church within this same county (see Appendices B and C for the respective letters of cooperation). Both locations further agreed to post and distribute flyers to parents who are involved in the program. The flyer was a one-page document containing my name, contact information, and study outline (see Appendix D). I planned to interview from six to 10 participants, or until saturation was achieved. I called the interested participants to ensure they met the criteria, discussed which location was most convenient to them, and then sent an e-mail confirming logistics for their 1-hour interview and sent a reminder via text the day before the interview. Each interview was conducted either in a private room in the local library or in a conference room provided by the church.

Sample size. I recruited participants from the Board of Commissioner's Juvenile Programs Administration and a local church, which are both located approximately 20 miles outside of Atlanta, Georgia. I had no association with the youth or parents of either

entity. I sought to interview six to 10 participants, or until I achieved saturation.

Qualitative studies seek to provide insight into complex social issues, making it difficult

to ascertain the exact sample size needed for significance (Namey, Guest, McKenna, &

Chen, 2016). The key is to have a large-enough participation to answer the research

questions with some level of variation, and a small-enough group of participants to

provide the level of depth and detail needed to derive themes on the phenomenon (Fusch

& Ness, 2015).

Instrumentation

Qualitative research adheres to the rule of saturation – the point at which there is

enough information to replicate the findings, no additional coding is needed, and

additional participation and information does not lead to new revelations regarding the

phenomenon (Sablan, 2014). For interviews, the researcher concentrated on getting as

many participants as possible, as there is no specific target that can be defined (Porte,

2013). If the number of participants who met the criteria and responded to the recruitment

efforts of the researcher was too large, there may have been a need to reduce the number

of potential participants. The systematic sampling method is to cull the number of final

participants – such as selecting every 3rd participant that relays interest (Kaur, Green, &

Fernandez, 2015). Six to ten participants are recommended for in-depth interviews

(Fusch & Ness, 2015) and were the target sample size for this study.

Procedures for Recruitment, Participation, and Data Collection

This research study focused on the parents of Black juvenile offenders, who are

minorities but are not considered a vulnerable population for the purposes of this study.

However, the topic – their experience and involvement in the development and intervention of their children- is personal and sensitive. Therefore, there may have been a reluctance to share, or they may have had concerns regarding the confidentiality of their participation and information (Melville & Hincks, 2016). In an effort to assuage these concerns, I provided each potential participant with a consent form prior to their participation that outlines the purpose of the study, the procedures involved in the study, how the information will be used, contacts for questions, as well as a privacy and confidentiality statement concerning the information they share (Saunders, Kitzinger, & Kitzinger, 2016).

Data collection. The data collection method for this study was semi-structured interviews, which are the most common form of data collection for a qualitative study (Seitz, 2016). Interviews provide the participants with a forum to fully convey their experiences and perceptions regarding the phenomenon. They are personal and allow the researcher to observe verbal and non-verbal cues and to genuinely connect with the participant. (Harper, 2015; Namey, Guest, McKenna, & Chen, 2016). Interviews were conducted in a non-intimidating and private location which offers the participant more confidentiality (Gagnon, Jacob, & McCabe, 2015). Face-to-face interviews were conducted in a private room, at either a local Metro Atlanta library or a church conference room. Three interviews were conducted face-to-face, and four were conducted via phone.

The use of telephone calls was allowed for those participants who could not conveniently commute to either location. I interviewed I ensured that the phone calls

were conducted privately to uphold confidentiality and trust. I transcribed the interview feedback verbatim by hand. Participants were required to sign a form providing their consent for audiotaping and transcription by the researcher. The consent form provided a full account of the study, along with any needed support post-interview (Saunders, Kitzinger, & Kitzinger, 2016). I ensured that the participants receive a copy of the consent form and stored a signed copy for myself.

Interview protocol. A researcher uses an interview protocol in interviewing a participant to encourage honest and forthcoming dialogue and responses (Castillo-Montoya, 2016). The protocol of the research study adheres to institutional review board, or IRB, principles (Lorell et al., 2015). The day of the interviews, the researcher greeted each participant and had them review and sign an Informed Consent form. Each interview was fully recorded and transcribed, and each participant was provided written permission for the researcher to do so. I created an atmosphere that encouraged participation and alleviated participant anxiety (Granhag, Oleszkiewicz, Strömwall, & Kleinman, 2015). I allowed 60-90 minutes for each interview.

The interviews were conducted using a semi-structured approach and followed an interview guide, which used to ensure consist questioning of interviewees, as well as increase the likelihood of consistent participation (Seitz, 2016). I utilized standardized probes such as the following to encourage more detailed responses from the interviewee:

- Please explain further

- Tell me more about that please

- Do you have an example?

- How did you feel about that? (Padilla & Benitez, 2014)?

After each interview concluded, I debriefed each participant. The objective of debriefing the participants was to ensure that there was no harm inflicted through the interview process (Tong, Tong, & Low, 2018). To ensure that all participants had access to support services upon the conclusion of the interview, a list of counseling providers, services, and centers were provided to each participant to seek support on an as-needed basis. This list was provided via email for phone interviews, as was the consent form. Each participant was given a $25 gift certificate thanking them for their participation at the completion of their interview.

I used a semi-structured interview approach that is loosely-based on the tenets of Epstein's Partnership Model (community, parenting, school, communication, volunteering, learning at home), which will provide greater insight into the parent's involvement level and experience with their child's offense and ultimate judgement (MacIver, Epstein, Sheldon, & Fonseca, 2015). I also followed-up with participants for further clarification and probing as was deemed necessary.

Transcription of interviews. Transcription is a reliable method to researchers to conduct doctoral studies (Merriam, 2015). I used an organized process to transcribe interview material. Each participant had either an electronic or physical folder to house the notes and transcription of their interview. The data was manually transcribed by me to preserve context and perspective.

Additionally, other alternate means of data analysis were used, such as creating memos and listening, to further the interpretation and meaning from the interviews

(Lewis, 2015). I also utilized member checking at this stage by contacting each participant via email and providing them with an opportunity to review my transcription of the interview (Harvey, 2015).

Data Analysis Plan

The method for data analysis for this qualitative study was thematic coding. Thematic coding allows the researcher to aggregate the information from the participant interviews into common themes (Braun & Clark, 2014). The first step in data analysis was to change the participant names to pseudonyms to ensure confidentiality of the participant and the information that is shared. The plan to use pseudonyms was shared with participants on the informed consent document.

Identifying themes from data is the goal of qualitative research studies (Hussein, 2015). The themes provided insight into the experience and perceptions of the parents of the juvenile offenders, as well as the degree of their decision-making involvement. This information provided valuable practical and scholarly insight into parental involvement, and the various levers to improve the offender's experience. The study's results are directly applicable in the community with the highest juvenile offense rate – which makes the results more poignant and relevant.

Issues of Trustworthiness

Credibility

In qualitative research, trustworthiness is established through the credibility, transferability, dependability, and confirmability of the study (Anney, 2014). Credibility is used to assess the strength of the data analysis method and speaks to the validity and

believability of the results (Cope, 2014). Specifically, a researcher must be diligent and accurate during the transcription process to ensure credible results are produced. Some strategies that help ensure credibility are triangulation and saturation (Cope, 2014). Triangulation requires verification of a conclusion through additional sources, and saturation speaks to getting the same results regardless of the number of additional samples (Kornbluh, 2015). The researcher triangulated the data by having a peer review of my analysis and conclusion, which were conducted by an EdD. within the Department of Human Services. The researcher reached saturation by establishing a sample size that was commensurate with the type of research design being conducted, and in alignment with previous research on the topic.

Transferability

Transferability speaks to the ability of others to understand and comprehend the description of the participants lived experiences. This study required the researcher to provide accurate transcription and note taking, as well as memos that provide further context into the meaning of the participants' words. Most important, the researcher must summarize the information in a generalizable format. The intent of transferability is to ensure that the information is provided in a way that is agreeable with other audiences (Noble & Smith, 2015). Utilizing thick description conveys the information from the interview in a relatable manner that others can follow.

Dependability/Confirmability

Dependability and confirmability are similar, and were established through auditing of recorded tapes, interview content, and other tools used in the data gathering

process (Cope, 2014). Further, this audit can include the self-reflections of a researcher, along with the transcription details. I conducted a thorough review and audit of all the information captured in the interview process via the member checking process. Trustworthiness is fundamental to a researcher's career and reputation.

Ethical Procedures

I took several steps to ensure that there were no ethical violations. First, the informed consent signature protects the researcher and provides acknowledgement that the participant was fully apprised of and agreed with the study by defining the purpose, procedure, and post-interview support process. The participants were also informed that I am aware of the sensitivity tied to the topic and that they may quit the process at any time they deem necessary. To uphold confidentiality, the participants' names were replaced with a code that applies to all the subsequent information. Further, the city name was redacted from the dissertation, instead stating "a town approximately twenty minutes outside of Metro Atlanta."

The post-interview de-briefing and counseling services provided the support that was needed in the case of psychological issues occurring as a result of the interview. Finally, the researcher stored all hard and soft data in password protected and locked storage for no less than five years. I discussed this study with and received approval from both committee members, the IRB, and all required University resources to ensure that all necessary measures were taken to maintain the highest standard of ethics.

Summary

Chapter 3 provided a detailed plan and justification for the methodology applied to the research study. The contents of this Chapter included an introduction a brief background and summary of the study, the research design and rationale applied to conduct the study, a better understanding of the narrative interview style of data collection, along with a thorough overview of the interview protocol and style of the guide. Further, this chapter discussed in detail the researcher's methods for data analysis, discussing the thematic analysis and coding that the researcher will deploy to capture and analyze the interview information. The sampling size and strategy deployed was discussed to ensure alignment with similar studies and general academic guidance. The research procedures were reviewed, along with the role the researcher plays in the study. This included a discussion on the importance of trustworthiness and strategies to ensure the study is ethical and well done. Upon successful defense of my Proposal, I submitted the IRB application and began conducting the study immediately upon approval. Chapter 4 follows with a discussion and reporting of the study's results.

Chapter 4: Results

Introduction

The purpose of this qualitative study was to explore the experiences and perspectives of Black parents involved in the selection of juvenile intervention for their children who have offended. Juvenile offense, formerly known as juvenile delinquency, is defined as the participation of a minor in a criminal or illegal act, such as assault, battery, theft, murder, drugs, or sex crimes (Mears et al., 2015). Parental involvement refers to a parent choosing to be engaged in the adjudication, correction, and intervention process for their minor child (Hoffman & Dufur, 2018). The social and racial disparity issues that Black juvenile offenders experience further the importance of Black parental involvement and support in the case of their children (Vidal et al., 2017).

Intervention programs for minors are inclusive of a broad group of services such as education-based programs, community groups, church-based support and counseling services, mentoring programs, counseling services, parent-child training, and residential services (Barrett & Katsiyannis, 2015). The participants in this study used a variety of intervention programs to address their children's behavioral and emotional issues. Additionally, two of the parents sought services for the family to assist in the restoration of their children.

I conducted seven in-depth interviews with Black parents of juvenile children who had offended in the area near metropolitan Atlanta, Georgia. Each of the parents in the study sought intervention to further treat their children, which allowed me to reach data saturation. In qualitative research, reaching the point of data saturation means that

the researcher would not get more information or new information if they increased their sample size. The research question used to guide this data analysis was, What are the experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended? The themes and discussion that emerged from my analysis of interview data are aligned with this question.

This chapter includes a thorough description of the study's physical setting and a review of participant demographics. This content is followed by a description of the data collection and analysis procedures I followed. Additionally, the chapter includes evidence of the study's trustworthiness, followed by a presentation of the study's results. The chapter concludes with a summary of the findings.

Setting

I conducted the research for this study in an area near metropolitan Atlanta, Georgia. I did seven interviews utilizing a 16-item interview guide. All the subjects had children who offended in the area as minors between the ages of eight and 17. I interviewed the participants during March and April 2019 and sought clarification of responses in May and June. Potential participants responded to my research flyer by contacting me via telephone. In our initial discussion, the potential participants selected their interview setting based on what was most convenient for them. We then agreed on a mutual time and date for the interview to take place. I maintained a participant contact sheet that listed only the first name of each participant, along with their contact information to ensure their confidentiality. Seven total participants were included in the

research. Three out of seven of the meetings were conducted in-person in a church conference room, while the remaining four were via telephonic conference.

Demographics

Ten participants expressed interest in participating in the study. However, one canceled, and two others were eliminated because they did not meet the eligibility criteria. This left a total of seven prospective research participants. Each of the seven self-identified as meeting the inclusion criteria and acknowledged and signed the informed consent document. To further ensure the confidentiality of the participants, I assigned each participant a letter (e.g., Participant A). I will refer to the participants using this letter label (*A* through *G*) throughout the remainder of this document.

All of the participants met the following inclusion criteria, as defined previously in Chapter 3: (a) be at least 18 years old; (b) have a child with a case in the juvenile justice system; (c) reside near metropolitan Atlanta, Georgia; (d) self-identify as African-American or Black; and (e) selected a form of juvenile intervention for their offending child. The participants were comprised of seven Black women, and all but one had an offending male child. Participant C was the only parent who had an offending minor female child. Three of the seven participants were married, while the other four were single. Table 1 provides an overview of the critical demographic information provided by each participant. Profiles of participants follow the table. All the parents voluntarily participated in the research study, were over the age of 18, and were generally very open to sharing their perspectives and experiences. Four of the seven also mentioned that they were glad to be able to provide their perspective because no one had asked them before to

do so. Additionally, and in alignment with parental involvement, each participant was asked to self-report their involvement with their child's case as low (*minimally involved*), medium (*moderately involved*), or high (*significantly involved*).

Table 1

Participant Demographics

P	Marital status	Child's gender	Child's age at arrest	Reason for arrest	Court sentence	Type of intervention
A	Married	Male	16	Gun/Alcohol	One year of probation	Private counseling
B	Single	Male	16	Marijuana possession	Youth Challenge Academy	Church counseling
C	Married	Female	14	Sexual abuse	One-year probation	Spiritual family counseling
D	Married	Male	12	Simple battery	Probation & fine	MATCH mentoring
E	Single	Male	17	Marijuana possession	Expulsion & fine	Mentoring
F	Single	Male	14	Arson	House arrest and one year of probation	Life and parenting skills
G	Single	Male	8	Battery	Examination	ASD classes and school counseling

Note. P = participant.

Participant Profiles

Participant A is a 51-year-old married Black female. Her 16-year old son was arrested for possession of alcohol and having a gun in his vehicle during a traffic stop. Her son could call his mother from his cell phone before being taken to the police station. He was charged with a misdemeanor and assigned to one year of probation. Her overall

involvement level was very high. Her son's intervention consisted of private counseling services conducted by a licensed therapist.

Participant B is a 34-year-old single Black female. Her son was arrested for smoking marijuana. She was contacted along with the police by the Job Corp administrator. Her son was terminated from the Job Corps program and charged with a misdemeanor and sentenced to attend a Youth Challenge Academy. Her overall involvement level was high. Her son's intervention consisted of church counseling services provided by a church in metropolitan Atlanta.

Participant C is a 43-year-old married Black female. Her daughter was arrested for having sex at school. She was contacted along with the police by a school administrator. Her daughter was suspended from school and charged with sexual abuse. She received one year of probation. Her overall involvement level was high, and she and her daughter received family counseling from a church in metropolitan Atlanta.

Participant D is a 40-year old married Black female. Her son was arrested for a pure battery at school. The school administrator called her and the police. He was assigned to one year of probation, and a mentoring MATCH program for rehabilitative services along with a fine of $1000 fine. His record was expunged after completing the program. Her overall involvement level was high.

Participant E is a 39-year-old single Black female. The school informed her of her son's arrest. Her son was arrested for reckless behavior due to smoking on school property. He was expelled from school and received $1500 in fines. Her overall involvement level was high. Her son was assigned to a mentoring diversion program for

intervention services located outside of metropolitan Atlanta. Ultimately, his record was expunged after completion of the program, and he was re-admitted to school.

Participant F is a 32-year-old single Black female. Her son was arrested for arson. The school informed her of her son's arrest. He was placed on house arrest and probation for one year. He eventually returned to school, and both she and her son received life and parenting-skills coaching and counseling services for intervention. Her overall involvement level was high.

Participant G is a 27-year-old single Black female. Her son was arrested for battery at school. The school officials contacted her, and the police and the Department of Children and Family Services responded. Her son's charge was dropped when it was determined through evaluation that he has Autism Spectrum Disorder (ASD). He continues to attend special classes for his ASD. His mother also requested counseling services to monitor his mental health, which he receives from the school's counselors. Her overall involvement level was high.

Data Collection

I distributed recruitment flyers at a local church and the Department of Juvenile Interventions Administration upon receiving my study's approval from Walden University's IRB on February 20, 2019. As described in Chapter 3, I used multiple sampling strategies. Purposeful sampling was used to target those participants with the highest likelihood to meet all required study criteria (Palinkas et al., 2015). The intent was to gather a homogenous group of participants to increase saturation among a small sample (Constantinou, Georgiou, & Perdikogianni, 2017). Next, I utilized the

snowballing method and had research participants refer me to additional potential

subjects that had similar experiences. I had 10 participants express interest in being

subjects for the study, but one declined, and two others did not meet the full criteria. All

seven of the study participants reside near metropolitan Atlanta, Georgia, which reached

the required 6 to 10 participants necessary for saturation in a qualitative study of this type

(Namey, Guest, McKenna, & Chen, 2016).

I began data collection on March 26, 2019. I conducted seven semi-structured

interviews via both telephone and face-to-face. Each meeting lasted approximately 45

minutes and was recorded via a digital recording device. I kept all my contact

information and notes in a journal used solely for this research study. I employed good

records management practices by adequately securing all hard copies in a locked file

cabinet, and password protecting all electronic files. No unusual or abnormal

circumstances occurred during the data collection process. Finally, the data collection

process followed the procedures and protocol as relayed previously in Chapter 3 and my

approved IRB documentation.

Data Analysis

Generic qualitative studies have no allegiance to, nor do they conform to

traditional qualitative approaches such as ethnography, case studies, grounded theory, or

phenomenology (Maguire & Delahunt, 2017). They differ in that a) unlike ethnography,

generic studies focus on the socio-cultural instead of simply the culture of a group, b)

unlike case studies, generic studies focus on the sum of experiences of individuals versus

that of a single case, c) unlike grounded theory, generic studies focus on deriving themes

from the experiences of individuals rather than developing a theory of explanation, and lastly d) unlike phenomenology, and although closely related, generic studies focus on the "what: of an experience, while phenomenology focuses on the "how" within an experience (Percy, Kostere, Kostere, 2015).

In the case of my study, I analyzed the data concurrently and prescribed to the widely used six-step thematic analysis approach described by Braun & Clarke (2006). The six steps are as follows: a) familiarize the researcher with the data by transcribing, reading, and listening to the interaction with each subject on a continual basis to get a full understanding of the content, b) generate initial codes based on exciting and meaningful information from the data, c) initially interpret the data by sorting according to overarching themes, d) create a thematic map of distinctive and cohesive themes, e) name and define all themes in a concise manner, and lastly, f) transform and synthesize the analysis into a report providing examples and empirical evidence that address the research question. Ultimately, all six steps are manifest in the presentation of this Chapter and its summary.

Evidence of Trustworthiness

I enhanced the credibility of the study by utilizing triangulation. An EdD conducted an arduous peer review of my analysis and conclusion to ensure that the results are credible and accurately reflective of the data. She recommended no changes. I aligned my sample size with previous similar research and that I met saturation within the sample size. To address the transferability of the study, I kept accurate transcription, memos, and notes from my interaction with the subjects while summarizing the information in a

generalizable manner that included a full description of the content from the participants.

I also noted my personal biases and beliefs related to the topic to improve credibility

further.

I addressed the dependability of the study by auditing each step of the data

collection process to ensure that I followed the protocol as outlined and accounted for no

deviations. I also incorporated the member-checking process by providing each subject

with a textual description of their interview feedback and asked for feedback on any

discrepancies or clarification they felt necessary. I received no corrections or input from

the participants regarding these concerns and have reviewed any updated information I

received to ensure that the data is adequately summarized in the final revision.

Ethical Considerations

I followed all ethical procedures, as stated in Chapters 2 and 3. I received written

approval from the director of the Juvenile Program Administration and the operations

manager at the church to recruit participants from each location by posting flyers

throughout the respective sites. Before beginning data collection, the Walden Institutional

Review Board (IRB) approved the research plan and procedures (IRB Approval # 02-20-

19-0615117). Dissertation studies that (a) are appropriately supervised, (b) vetted by the

institution's review board, and (c) follow research procedures are likely to be more

ethically sound (Berg, 2016). After receiving approval from the IRB, I began data

collection.

I discussed the consent forms with all participants. The participants who met face-

to-face with me signed the forms at the beginning of their interview. Those whom I

interviewed via telephone were e-mailed the consent form, which they signed, scanned, and sent back to me via e-mail or text. Informed consent ensured that all participants understood the nature of the study and agreed to the terms for participation and withdrawal. All participants agreed to the terms and were interviewed per the approved interview guide. I conducted the interviews in a private location (the church) or via an individual telephone call.

I concealed the real participant names, along with the intervention providers for the participants, to ensure confidentiality. Participant were assigned a code such as A, B, and C to hide their identity during data collection and analysis and in all dissertation documents. I will keep all the information related to the dissertation study secured, storing hard copies of documents in a locked cabinet and using password protection for electronic copies. I will delete and shred all the information related to the dissertation study upon the completion of the 5-year time frame mandated by Walden University. The deletion protocol was covered in each participant's interview session to ensure full transparency.

Results

The presentation of my findings is organized by theme. The two primary themes that emerged in the analysis of the data were *Experiences and Perceptions of Parental Responsibilities and Intervention,* and *Experiences and Perceptions of Intervention Selection.* The findings associated with the experiences and perceptions of being the parent of a Black juvenile offender included parental responsibility, community assistance, and concerns with intervention. Findings associated with the experiences and

perceptions of juvenile intervention selection were related to the challenges associated with the intervention, the intervention selection process, and the outcomes of choosing various intervention programs for their children.

Theme 1: Experiences and Perceptions of Parental Responsibilities and Intervention

Subtheme 1: Responsibilities. In the data associated with this subtheme, the participants discussed their role as parents, and how it included evaluating if and how their child's adjudication process addressed the root cause of their child's behavioral/emotional issues. All the participants discussed their responsibility and how it led to the selection of a juvenile intervention program. Several participants shared concerns related to the seriousness of their child's crime, and the accountability they had to address the behavior.

Participant C realized that her daughter's sexual promiscuity was steeped in issues that would not be addressed through her probation sentence. Participant C considered herself responsible for the decisions her daughter was making, and for providing her with the emotional support necessary to make changes. She further shared that her husband had a tough time with the type of crime her daughter committed and said, "We needed to figure out how to put the whole family back together." Although it was consensual sex, her age made her action a crime. The toll her daughter's action had taken on the family was significant:

> My daughter had severe self-esteem issues related to her skin tone that were not
> going to be resolved through probation. I suffered through some of the same
> concerns and recognized that the attention she was getting from boys at school

made her feel better about herself. I was not getting through, and I needed

someone to help me improve her feelings about herself and to make better

decisions for her life.

Participant F was shocked at the seriousness of her son's crime and recognized

that arson was the culmination of previous incidents:

My son was very young and had a progressively worsening school record.

Because of his age and the seriousness of his crime, I felt at fault for his actions. I

further thought that I couldn't get through to him and needed to find someone that

could. My only ally was the court and school counselor's insistence that he be

tested – which led to alternative academic courses. However, the diagnosis and

the new classes would not correctly address his behavior and tendency toward

violence. I knew I owned pursuing emotional help for him.

Subtheme 2: Community Guidance. Four of the participants shared the need to

engage their community in the decision for juvenile intervention for their children. The

various types of community guidance were provided by family, friends that work with or

were familiar with juvenile intervention, churches, insurance recommendations, and

Juvenile Administration. This community guidance provided the participants with

recommendations and options for juvenile intervention that they were unaware of.

Further, perhaps due to the closeness the participants had with the various community

resources, the recommendations included cultural-specific options that factored into the

participants selection. The community guidance provided also took familial knowledge

and preferences into consideration.

Participant A's husband's Employee Assistance Program covered counseling services, which provided her with a group of providers for counseling services with a minimal copay:

We have never used our insurance for counseling services, but we were happy to learn that counseling services were included. I have not been a fan of counseling, but we knew our son would benefit from it and needed it.

Participant G had built a close relationship with the guidance counselors at her school.

They were supportive of her and her young son and seemed to care about him a lot. Utilizing them as a resource for guidance on her son's intervention proved advantageous as she trusted them a lot. She stated that they "were genuinely concerned about my son. He was struggling, and I was in it by myself. I needed their help."

Subtheme 3: Concerns with Intervention. Most of the participants shared their concerns about the difficulty in finding intervention. The issues they encountered were lack of knowledge, lack of education, lack of advocacy and support, fear and distrust of the Juvenile Justice System, and correction versus intervention. They shared the challenges related to intervention access and selection.

Participant D's husband felt abandoned because the System seemed to suggest that as a Black father, "he should be able to control his son." He further felt that since he couldn't, he had failed him as well. However, since there was little discussion regarding their relationship, she didn't share the history between the two:

My son is the youngest child and is a mama's boy. He and my husband do not get

along. He is much closer to me, and I realized that he needed someone male to

talk to that was not my husband. I could have used help having such a fierce

discussion and making such a difficult decision. The probation officer approached

my husband about the MATCH program; thankfully, he was open to it.

Participant G was very concerned about what to do for her son and relied on the

recommendations and resources provided by the School and Legal System. She is one of

the two participants that received the intervention resources and access that she needed

from the System:

His guidance counselor, a couple of them, realized my son was still a baby and

needed a lot of help. They also realized that I needed help, and they made sure

that I had it. They were looking out for both us.

Theme 2: Experiences and Perceptions of Intervention Selection

When describing the experiences and perceptions associated with the intervention

selection process, the participants shared the challenges they encountered related to

various types of intervention. They discussed the process they use to select an

intervention program or service. Lastly, they discussed intervention outcomes for their

children.

Subtheme 1: Intervention Challenges. Participant challenges ranged from cost,

location, reputation, religion, and familial composition. Three participants expressed

concern for the costs associated with intervention. Two participants relayed concerns

regarding the reputation of the intervention provider. Three participants discussed

religion as a function of intervention, while familial composition and challenges were expressed by 4 participants. Participant C had the challenge associated with her religious beliefs. She and her husband decided that their child's intervention had to be in alignment with their spiritual beliefs and would preferably incorporate their Christian beliefs. She recognized that "this challenge was going to minimize the intervention options for their daughter:

> My husband, daughter, and I were all struggling with her arrest, and it was creating tension in the household with the other kids too. We needed to choose an intervention program that addressed our religious and familial needs.

> Participant D was aware of the sensitivity of the issues between her son and husband. Those concerns created a challenge to selecting the right intervention program for their son. She recognized that she would have to consider those things when selecting services for their son:

> Our son and my husband's troubles created a challenge for me because I knew that my husband would be skeptical of most programs. I also needed to find a program that was well-established and credible. It also had to serve Black male youth, which was critical for my husband.

> Participant E was going to be challenged by price. Her son's intervention had to be relatively cheap, and her work schedule would present a more significant challenge because of her shift work. She also needed someone who could handle her son and understand his plight as a Black male:

My son is no easy win; he is a big boy who comes across rough. I needed an intervention program that wouldn't fear him and could break through his rough exterior. I also needed a program that he could attend despite my schedule. I also knew he needed to be social because of being expelled from school.

Subtheme 2: Intervention Selection. The intervention selection process serves as the most critical decision the parents were tasked with. The responsibility of each participant's parental role required evaluation and consideration of the guidance, direction, and challenges the process entails. Each participant weighed their options and made the best choice for their child.

Participant D selected the MATCH mentoring program for her son's intervention. Her husband appreciated the fact the programs are well-established in the metropolitan Atlanta area and had a history of positive results in the Black community specifically:

My husband could relate to the mentors that the program utilizes. We liked the fact that our son would have access to a positive influence that was Black and had experienced and triumphed over similar issues. This program also would allow us to work along with the mentor on any specific action required of our son and provide us with another trusted source to evaluate his state of mind and improvement.

Participant F selected a Life Skills program for her son, along with a Parenting Skills program for herself. These community resources were offered through the Juvenile Programs Administration and addressed both his needs as a child with bad decision-making skills as well as her skills as a mother:

I have never been given any instructions for being a mother. I've always done the best that I can, but I realize some of my ways may have allowed or enabled her son's poor decisions. The program was also approved by the probation officer and allowed him to get away from the house for a short while and share his concerns. "I don't know who needed it more, my child or me. I am now a big fan of seeking someone to help with our problems, and I am not on my own."

Participant B selected church counseling for her son's intervention. She was aware of his feeling about secular counseling, or he didn't trust it:

My son stated that he was only willing to discuss his issues with someone from the church. He has been going there since he was a little boy and had a great relationship with the leaders. Fortunately, he did not know the counselor assigned to him, which created allowed for an unbiased assessment and guidance, while still occurring in the safe environment of our church.

Subtheme 3: Intervention Outcomes. The intervention outcomes varied by making a significant difference in having provided a more decisive role model. Each parent was pleased with the intervention services provided for their child, as none of them had re-offended since their original arrest – which was less than three years from the time of the interviews. The participants attributed much of their child's success to the intervention programs, along with their engagement and commitment to the process.

Participant E spoke about the experiences both she, and her son had in their respective programs:

My son has changed. He is doing much better and is more capable and confident being different than the guys he hangs around with. He is a better student and an easier son to raise. I'm grateful for what he got out of his life skills and coaching program. I am also happy to have a group of women that are dealing with the same issues as me. We relate to each other, and a few are considered a friend. I needed help and wonder why parenting skills aren't required before somebody takes a baby home.

Participant G's son continues to attend sessions at school with his counselor. He has not had perfect behavior but is doing much better. The combination of counseling and ASD-specific schooling has made an enormous difference in the life of her child. She is hopeful for a bright future for her child and considers herself "a convert. I didn't grow up believing in counseling. Black folks where I am from didn't believe in it, but now, I see what it can do. I might need some."

Participant C has been very pleased with her daughter's improvement. She said the family counseling sessions revealed a lot for her daughter:

Her issues were founded in the fact that she has been teased a lot about the dark color of her skin. It had degraded her self-esteem (as it did mine). So, the first boy that shows attention she allowed to do anything because it made her feel attractive and desired. She has begun to accept her skin color and value. I am also learning how to deal with this and have also learning mistakes I may have made along the way. Most importantly, she and her father are getting close again, which makes everything better in our home. It has and continues to heal us.

Summary

The purpose of this generic qualitative study was to explore the experiences and perceptions of Black parents selecting juvenile intervention programs for their offending children. To achieve my purpose, I conducted semi-structured interviews with 7 Black parents who had children who had committed a juvenile offense. The following research question was used to guide the study: What are the experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended? I categorized the results into two primary themes: a. *Experiences and Perceptions of Parental Responsibilities and Intervention,* and b. *Experiences and Perceptions of Intervention Selection.*

Each theme was then further analyzed to derive subthemes from the data. The data relating to Theme 1 was associated with three areas of focus: responsibilities, community guidance, and concerns with intervention. When describing the responsibilities associated with parenting an offender, intervention solved the emotional and behavioral problems associated with their children, whereas the penal sentence was related to correction and legal justice. Each parent felt a sense of duty to ensure their child begin the healing process and start making better decisions. Community guidance from friends, the Juvenile System, clergy, church associates, insurance, and school administration played a role in providing the parents with insight into the types of intervention programs available for the parents to pursue. These resources proved valuable as four of the participants did not know where to begin the information gathering process. Concerns with intervention shared by the participants included a lack

of advocacy, support from most people in the Juvenile Justice System, a lack of knowledge, and an awareness of resources.

The data relating to Theme 2 was associated with three areas of focus: intervention challenges, intervention selection, and intervention outcomes. When sharing the challenges that were encountered when deciding for intervention type, they included cost, location, access, religious consideration, spousal approval and agreement, and a lack of advocacy and support. The participants also discussed their interview selection process, which was tied to pastoral guidance, the incorporation of religion in guidance and counseling services, ensuring that routine and timely attendance was possible, and most importantly, that the type of intervention selected addressed the specific needs of the child. Lastly, the participants shared outcomes of the intervention services and programs they had selected, with most sharing a very positive outcome and experience. Five of the participants also described a feeling of pride for serving as their child's primary advocate. Chapter 5 includes the interpretation and implications of these findings.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Juvenile offense is a societal problem that creates great concern throughout American society. A juvenile offense is a crime committed by a minor generally between the ages of 10 and 17 (OJJDP, 2018). Juvenile offenders are adjudicated through the Juvenile Justice System (Shaw & McKay, 2016). Black juvenile crime occurs at a rate disparate to any other ethnic group. Offenses by Black minors occur at more than twice the rate of White minors, despite White juveniles comprising 60% of the juvenile population (OJJDP, 2018). Racial disparity is only one of the negative factors related to Black juvenile offense. The high rate of minor offense among Black youth is further associated with criminal recurrence, poor educational achievement, sexual activity, single parenthood, and lower socioeconomic status (Egley et al., 2014; Goff et al., 2014; Lacey, 2013; Leiber et al., 2016; Oesterle et al., 2015).

For the parents of juvenile offenders, their involvement plays a vital role in the outcome of their children's cases (Young & Reviere, 2015). This role can be challenging due to a lack of knowledge or legal and familial support, or access to various types of intervention programs and resources (Howard, 2015). However, being adequately prepared and equipped to help and support their children is paramount for most parents. Parental involvement is linked to increased intervention and corrective effectiveness, along with increased reform and decreased recidivism (Burke et al., 2014). Conversely, a lack of parental involvement can be detrimental to the outcomes for juvenile offenders (Jeynes, 2016).

Prior researchers studying juvenile offense in the Black community have focused on the societal impact on its members and the effectiveness of various types of intervention and correction interventions (Wang et al., 2016). In reviewing the literature, I found no literature on the experiences and perceptions of Black parents of juvenile offenders regarding their selection process for intervention. In conducting this study, I sought to fill this knowledge gap by providing insight into the experiences and perceptions of Black parents and their selection of intervention programs for their offending children. I believe that such knowledge is essential for better understanding and assessing these interventions, the factors associated with the selection process, and how to best equip parents for supporting and addressing the problems of their offending children.

Key Findings

I used a general qualitative design (Kennedy, 2016). Researchers conduct generic qualitative studies to study human behavior and experience (Allen & Eatough, 2016). The research question guiding the study was, What are the experiences and perceptions of Black parents involved in selecting juvenile intervention programs for their children who have offended? The data were derived from seven semi structured interviews I conducted with participants in Metropolitan Atlanta.

In this chapter I will provide an interpretation of the research findings, explained through the application of Bronfenbrenner's (1979) EST (see also Sallis et al., 2015). I used EST to explain the interaction between a child's development and his or her environmental influences, which are comprised of the macrosystem, microsystem,

exosystem, mesosystem, and the chronosystem (Bronfenbrenner, 1979). The

interpretation of findings is organized by the key themes and subthemes that emerged

from the data analysis. I then discuss the limitations of the study and its implications for

future research and social change. This chapter concludes with a summary of the research

study from inception through completion.

<div align="center">**Interpretation of the Findings**</div>

The following two themes emerged from the data analysis: (a) Experiences and

Perceptions of Parental Responsibilities and Intervention and (b) Experiences and

Perceptions of Intervention Selection. Each theme is associated with three subthemes.

Theme 1 is associated with three areas of focus: responsibilities, community guidance,

and concerns with intervention. Theme 2 is associated with three areas of focus:

intervention challenges, intervention selection, and intervention outcomes. I will interpret

the findings through the perspective of the six subthemes.

Responsibilities

The role of parents and the feeling of responsibility that all the participants

expressed are related to the microsystem as defined in Bronfenbrenner's EST (Asscher et

al., 2016), which explains the influence of family and home life on a minor child. Parents

played the primary role of influence and from a familial perspective were responsible and

accountable to ensure their children receive the intervention necessary for full recovery

and wellness. All seven of the participants shared how feelings of responsibility further

explained the need for their high level of involvement, as well as the subsequent familial

discourse and challenges caused by the child's actions.

Community Guidance

The role of community members and the guidance they provided the participants exemplifies the influence of the mesosystem, which focuses on the interaction between a child's microsystem (family) and the community (Mohammad, Nooraini, & Hussin, 2018). The interaction between the parents and various community resources such as their school, friends, and church profoundly affected and influenced the intervention selection process. Participant G's trust and reliance on school administrators to help her son formed the basis for her decision to seek additional intervention resources. Similarly, Participants B, D, and F all discussed their reliance on the community for direction when selecting intervention for their offending children.

Concerns with Intervention

The study revealed various concerns with intervention, such as the lack of juvenile advocacy, parental awareness of juvenile intervention options, and coordination of intervention by knowledgeable resources. These resources are best defined as the macrosystem in Bronfenbrenner's EST (1979), which are external factors that caused the participant's concern related to their child's intervention. Participant B discussed the need for a coordinator role in helping parents navigate the intervention process, and Participant G discussed the system's reluctance to understand her child and his case and how these concerns drove the need for her to find intervention. The factors created frustration with the intervention selection process but ultimately did not hinder the participants from choosing an intervention program.

Intervention Challenges

Challenges were expressed as indirect factors that the participants considered as having affected their offending children and their subsequent intervention selection. These factors, such as socioeconomic, work hours, religious concerns, and family composition, represent the child's exosystem (see Rice et al., 2018). For example, Participants B and C both chose intervention programs that took religious concerns into high consideration. Participant F was very concerned with the cost intervention due to constrained finances and work hours.

Intervention Selection

The process of selecting an intervention method or program is explained through the macrosystem affecting the child (such as the court and cultural norms) along with the interaction between these systems (Weng, Ran, & Chui, 2016). Selection is also a derivative of the responsibility each participant discussed in the interview. The interaction between the cultural norms of the participants' children and the administration prompted the involvement of many of the parents due to concerns regarding their child's behavior and decision-making abilities. The parents sought intervention to offset the punitive sentencing from the court.

Intervention Outcomes

Lastly, the outcomes were a function of the child's exosystem, which is characterized by the child's stability and development over time (Crosby et al., 2017). The outcomes were positive, ranging from incremental improvement to adequately treated children that were thriving in their environment. The exosystem, in the case of

this study, represents the allowance of time and for the intervention to run its course. These times varied dependent upon the amount of time that had passed since the intervention concluded. (All the participants' experiences were three years old or less.)

Limitations

There were several limitations identified in this study. First, it would be difficult to replicate each participant's demographics and experiences in a future study. Therefore, the study's findings and interpretation would likely differ depending on the experiences of the participants that are selected. This limitation is applicable to qualitative studies that rely on interviews, focus groups, or narrative forms of data collection (Lewis, 2015).

Another limitation that I mitigated was reaching saturation. According to authors Fusch and Ness (2015), there should no less than six interviews conducted to ensure that I reach saturation. I reached saturation within the first few interviews and included 7 participants in the study. The homogeneity of the group perhaps contributed to the early saturation, despite the details and demographics varying from person to person. I did reach saturation but still must account for the difficulty in generalization due to such a small group of participants, as is often the case for qualitative studies (Boddy, 2016).

Another potential limitation of this study was based on a qualitative study's dependence on participants providing forthright and honest commentary. Parental bias is quite possible, considering a parent's instinct to protect their child. To mitigate this issue, I followed the sequence of the interview questions, which were arranged to allow the participant to get comfortable quickly and begin to divulge information sooner rather than later. I also minimized this limitation by spending time at the beginning of each interview

introducing myself and re-explaining the study and why it is necessary and encouraging

honesty. This explanation created a more collaborative environment, and I had no

participants who were unwilling to fully share their experience and perceptions related to

the study. However, this limitation cannot be entirely eliminated due to the parent-child

relationship, which is focal to the study.

Lastly, not having any fathers participate could be a limitation. Indeed, the

dynamic between fathers and their children may be different. Therefore, it would be

interesting to understand if those parental dynamics and differences create any limitations

to the outcomes of the study. Further, being that the incidence of single Black females is

so high, it would be interesting to understand how the fathers maneuver the juvenile

system compared to their female counterparts.

Implications

Implications for Future Research

Based on the accounts of the study's participants, Black parental involvement is

the most active driver of the intervention selection process. It is one of the most impactful

levers in a juvenile offender's outcome. That being the case, I recommend future research

examine the involvement and selection process of Black males. My study respondents

were all Black females, which is consistent with the fact that most juvenile offenders live

in homes with single mothers (Mears, Cochran, & Lindsey, 2016). Additionally, the

presence and further involvement of Black males in the lives of their children reduces the

likelihood of children committing a criminal act (Tasca, 2018). Therefore, it would be

exciting and further extend the knowledge as to which parent has the most influence on

the juvenile offense when involved. It would also add to the literature to understand how each parent interacts differently.

An additional recommendation for future research is a study that explores the accountability and responsibility that parents feel concerning their child's behavior issues before escalating to arrest. Each participant self-reported their involvement level as high. It could be interesting to explore the relationship between their self-perception of being highly involved and how personally responsible they feel regarding their child's crime. A researcher may also want to explore what types of preventive measures were taken before behavior escalating to crime and subsequent arrest.

It would also be interesting to understand how much rehabilitative efforts sought by parents affect the long-term success of juvenile offenders. The intervention was the differentiating factor to restoring these minors to improved decision-making skills and behavior, which warrants additional research or experimentation of comparison between those that receive intervention and those that only serve a mandated sentence. A study such as this could lead to required intervention services that are supervised by the juvenile system and tracked for effectiveness and impact. This research could be further expanded with future studies that focus on rehabilitative programs, not just interventions. It would also be interesting to conduct longitudinal studies that examine the outcome of intervention on behavior and recidivism.

Implications for Social Change

Juvenile offense continues to be a societal problem that leads to significant issues within the Black community (Furdella & Puzzanchera, 2015). Black parental

involvement has been deemed an effective lever to improve the short-term effects of intervention and correction, while also ensuring juvenile offenders receive a fair and reasonable sentence. The study highlighted the need for additional resources that can coordinate and guide the intervention selection process for the parents of juvenile offenders.

Further, based on the positive outcomes reported by the parents, this study reinforces the need for pre-intervention services that counter behavioral issues before they become criminal. The participants reported that their children responded favorably to the various types of intervention. Therefore, the application of these intervention services could be useful once a parent or school reports or notes deviant behavior – before it escalates.

This study confirms the need for intervention resource availability and awareness within the Black community. However, it was difficult for some of the participants to arrive at their decision. Family intervention programs that address the child's issues along with parental or familial issues are necessary and proved helpful to the participants (Celinska et al., 2019). The Black church plays a necessary and influential role in the acceptance and endorsement of juvenile intervention programs within the Black community (Campbell & Littleton, 2018).

Lastly, the study examined and revealed the mechanism, or decision-making process, that Black parents utilized to select intervention for their offending child. This process is inclusive of considerations such as cost, location, reputation, religion, concerns of the other parent, cultural perspectives, role modeling, work-life demands, insurance,

accessibility, and awareness. Understanding the participants' decision-making methods is also helpful when evaluating the behavior of parents of juvenile offenders. This research also helps explain the drivers of the involvement process, as well as subsequent favorable responses to intervention. These factors represent the levers the participants used for intervention selection. This information can be further applied when creating juvenile intervention strategies and advocacy.

Conclusion

The purpose of this generic qualitative study was to explore the experiences and perceptions of Black parents in selecting juvenile interventions for their children who have offended. Participants shared their feelings of responsibility, the need for community guidance, their concerns, and challenges related to intervention, the intervention selection process and decision, and the outcomes of the intervention. Bronfenbrenner's EST (Bronfenbrenner, 1979) explained how various factors in the children's environment and culture are factored into effective intervention decisions and lead to positive outcomes (Hong, Voisin, & Crosby, 2015). Although previous studies have shown that parental involvement improves intervention outcomes, the present study was the first to focus on the experience and perception of the process that Black parents use to choose intervention programs.

Five of the participants also expressed concern regarding the Juvenile Justice System's lack of engagement and referral for intervention services. They discussed misalignment between the disproportionate number of Black youths in the System and culture-specific resources for their treatment. In these cases, community guidance such as

churches, mentoring programs, and life skills provided resources that connected behavioral support with culture-identification that could relate to their children. Each participant expressed their satisfaction with the intervention of their children's criminal behavior. Lastly, the participants shared the need for more resources (referrals, funding, and knowledge) related to juvenile intervention.

This study concludes by re-confirming the need for parental involvement in the adjudication process for Black offenders. Further, the study confirms the importance of parental involvement at two crucial times in the process – in and after court. Regulators, administrators, scholars, and practitioners have a duty to ensure these children receive all the support that they need, and to help them lead productive and fulfilling lives as adults that contribute positively to society.

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Appendix A: Interview Guide

Research Question: What is your experience and perception being a Black parent of a juvenile offender?

The following questions will be used to gather responses from participants:

1. Why was your child arrested?

2. How were you informed of your child's arrest?

3. How did you experience having your child in the juvenile justice system?

4. What is the toughest part of having your child in the juvenile justice system?

5. What is your perception of the juvenile justice system?

6. What is your perception of the agents/officers that worked with your child?

7. What was your involvement in the intervention and/or intervention of your child?

8. What advantages did you find by being involved in this process?

9. What disadvantages did you find by being involved in this process?

10. What is your perception of the corrections process?

11. How do you feel about your role in the intervention of your child?

12. How do you feel about the intervention/therapeutic intervention of your child?

13. Tell me about a time when one of the authority figures asked for your opinion regarding the corrective action?

14. Please provide examples of things you feel would have increased your involvement.

15. What could have increased your participation?

16. What could have decreased your participation?

Appendix B: Letter of Cooperation (Agency)

From: Jill Hopson <jhopson@co.douglas.ga.us>
Sent: Wednesday, July 11, 2018 9:11 AM
To: Deborah Hawkes
Subject: RE: Written Agreement for Participant Solicitation

Thank you, Deborah! We would be happy to allow you to post your flyer to recruit. I will also forward to parents I know in an attempt to help you get the amount you need.

Jill Hopson
Douglas County Board of Commissioners
Juvenile Program Administration
8700 Hospital Drive
Douglasville, GA 30134
Phone: 770-920-7121
Fax: 770.920.7555
email: jhopson@co.douglas.ga.us

From: Deborah Hawkes [mailto:deborah.hawkes@waldenu.edu]
Sent: Tuesday, July 10, 2018 2:19 PM
To: Jill Hopson
Subject: Written Agreement for Participant Solicitation

Good afternoon Jill,

It was a pleasure speaking with you yesterday. I want to thank you for agreeing to allow me to solicit participants from the Juvenile Programs Administration. As we discussed, my dissertation research will focus on Black parental involvement in the adjudication and intervention of their children.

If you would please reply to this email with your written approval for me to solicit participants for my study from JPA, the next steps will go as follows:

- I will complete my proposal
- I will submit for approval from the Institutional Review Board for the research study
- Upon approval, I will post the flyers we discussed and begin the actual study

I am excited to make a positive social contribution to juvenile offense and appreciate your agreement to support the study.

My sincere thanks,

Deborah Hawkes MBA, MBB

Doctoral Candidate, PhD Human Services

Walden University

Appendix C: Letter of Cooperation (Church)

-----Original Message-----
From: Leslie Daniely <ldaniely@destinyworldchurch.org>
To: Deborah Hawkes <redacted>
Sent: Tue, Feb 26, 2019 11:07 am
Subject: Approval for Dissertation Flyer

Good Morning Deborah Hawkes,

Your request to place a dissertation flyer has been approved. Please let us know if there is anything further that you need.
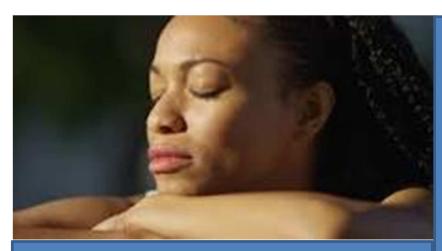
Thank you,
Leslie
--

Leslie Daniely
Business Operations Manager
Destiny World Church
7400 Factory Shoals Road
Austell, GA 30168
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Email: ldaniely@destinyworldchurch.org
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Appendix D: Recruitment Flyer

Seeking the Experiences and Perspectives of Black Parents of Juvenile Offenders and their Involvement in Rehabilitative Programs

VOLUNT VOLUNTEER PARTICIPANTS NEEDED FOR INTERVIEW

DOCTORAL RESEARCH STUDY

BLACK PARENTS OF JUVENILE OFFENDERS

$25 PARTICIPANT GIFT

YOUR EXPERIENCE MATTERS……
EER PARTICIPANTS NEEDED FOR INTERVIEW

DOCTORAL RESEARCH STUDY

BLACK PARENTS OF JUVENILE OFFENDERS

$25 PARTICIPANT GIFT

YOUR EXPERIENCE MATTERS……

Are you or someone you know a Black parent with child that is either currently or was previously a juvenile offender in the Juvenile Justice system? If so, please consider an interview with me to share your experiences in a private and confidential setting.

This study will involve the experience and perceptions of Black parents and their involvement in the rehabilitation of their children. Focus is placed on the emotional/psychological, supportive, and participative opportunities experienced by the parents.

Participants will be asked to:

- Go through a short pre-screening process to ensure all participation criteria is met
- Sign an informed consent acknowledging any risks/benefits and agreement to participate in the taped interview process
- Confidential 60-90-minute interview process via phone, physical meeting, or Skype/Facetime
- Share your experience and involvement with your child's adjudication
- Each participant will receive a gift card for $25

Contact the researcher

Deborah Hawkes, Walden University
770-375-8483
Deborah.Hawkes@Waldenu.edu