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Case Workers' Perspectives of Their Impact on First-Time, Female Status Offenders

Nikki Amanda Miller
Walden University

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Walden University

College of Social and Behavioral Sciences

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Nikki Amanda Miller

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Review Committee

Dr. Mary Bold, Committee Chairperson, Human Services Faculty
Dr. Lillian Chenoweth, Committee Member, Human Services Faculty
Dr. Eric Youn, University Reviewer, Human Services Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Case Workers' Perspectives of Their Impact on First-Time, Female Status Offenders

by

Nikki Amanda Miller

MS, Walden University, 2015

MS, University of Phoenix, 2010

BS, Pfeiffer University, 2008

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Human Services

Walden University

July 2019

Abstract

Female status offenders recidivate in the juvenile justice system within 1 to 3 years once released of the initial incarceration. The purpose of this basic qualitative study was to explore juvenile delinquent case workers' impact on first-time, female status offenders. Urie Bronfenbrenner's social ecological model informed the conceptual framework. The research instrument used for this study was the interview. Criteria for selecting 12 juvenile professionals to participate in the study included working 3 years or longer inside a women's forensic population, working with first-time offenders, having caseloads of female offenders, and focusing on the crime of status offenses. Initial and focused coding performed manually. Four major themes emerged from the data: trust, nurture, life-skills/life-tools, and parenting skills. An additional theme of anger emerged. The findings revealed the individual may exhibit positive social change by the implementations of practices involving life-skills/life-tools and parenting skills. One major recommendation included researching the model(s) an effectiveness of parenting skills program delivered to parents of first-time, female status offenders. Implications for social change included implementation of life-skills/life-tools and parenting skills to help minimize recidivism. Results of the study may stimulate new ideas for scholar-practitioners to examine and supply professionals within the forensic population with treatment strategies.

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Dedication

I would like to dedicate my degree to my two children Ratraze and Chuck for giving me two good reasons to receive my doctoral degree. You have observed this final pursuit for higher education all of your lives. Thank you for being loving and considerate during the times that I postponed family-time and phone conversations to complete an assignment. To my grandchildren Leiyah, Arabella, Kingston, Naomi, and Pariss thank you for motivating me to go beyond the ABC's and 123's and accomplish the goals set before me. Your actions stimulated me to never give up on my dreams and aspirations. I would like to honor my late Great Aunt Mamie Robinson for inspiring me to achieve the highest degree possible with the guidance of the Holy Spirit. My late father's Valdemar Miller and Jesse Dotson for seeing the worth behind my educational pursuit. They both invested in my educational goal to be as wise and smart than the next person. My mother, Myra who supported me through the late nights and early morning sacrifices of completing assignments. My sisters Tamika, Tasha, and Teela who were happy to be my cheerleaders from the start, thank you. My brothers Contraze, Deryk, Jonathan, Robert, and Christopher who nourished me through the process with applauds and gestures once they were told I was pursuing my doctorate. My Aunt Ditty, who I always admired for obtaining multiple degrees. Thank you for setting the example within our family. My nieces, Kierra and Jireh for respecting scholarly pursuit and to recognize that education was powerful. My Uncles Eulysee, Eggo, Heath, and Nathan who celebrated this process when they learned of my desire to further my education. My family near and far who

were supportive and encouraging during every step of this journey. Thank you to all my friends who encouraged me to take some leisure time every now and then.

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“For I know the plans I have for you, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future”. Jeremiah 29:11

I would like to thank my juvenile professional participants for participating in this study. Thank you all for sharing your experiences. I want to also thank you for what you do daily to assure that every juvenile offender is provided the appropriate care and treatment to obtain positive social change.

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Chapter 1: Introduction of the Study

Problem Statement

The research problem for this study was first-time, female status offenders recidivated in the juvenile justice system within 1 to 3 years once released from the initial incarceration. Rehabilitating a female juvenile delinquent to enable them to see the worldview as a law-abiding citizen outside of their traumatic experiences may reduce recidivism (Farina, Holzer, DeLisi, & Vaughn, 2018; Lanctot, 2018; Pusch & Holtfreter, 2018). Female juvenile delinquents were known to have experienced negative factors such as sexual, emotional, and physical neglect and abuse that caused antisocial behavior outburst (Farina et al., 2018; Lindblom, Eriksson, & Hiltunen, 2017). Women offenders reflected 12% of the incarcerated criminals in the juvenile justice system (Conrad, Tolou-Shams, Rizzo, Placella, & Brown, 2014; Espinosa, 2015; Fine, Baglivio, Cauffman, Wolff, & Piquero, 2018; Godsoe, 2014; Holloway, Cruise, Morin, Kaufman, & Steele, 2018; McGee, Baker, Muller, and Kelly, 2014). Status offenses were prevalent amongst the first-time, female offenders (Fine et al., 2018; Holloway et al., 2018; McGee et al., 2014). This 12% ratio included first-time offenses as well (Fine et al., 2018; Holloway et al., 2018; McGee et al., 2014). Female delinquents were influenced by negative factors that introduced them to the criminal justice system (Banks, Kuhn, & Blackford, 2015; Leve, Chamberlain, & Kim, 2015; Messer, Patten, & Candela, 2016).

Female juvenile delinquent first-time, status offenses led the female population in crime rates (Atella, Dillion, Gilbertson, & Wagner, 2016; Benner et al, 2010; Fine et al., 2018; Godsoe, 2014). Researchers have predicted that female delinquency recidivism

rates will continue to increase (Benner et al, 2010; Joo & Jo, 2015; Ryan, Williams, & Courtney, 2013). It is crucial to offer rehabilitation treatment techniques during the incarceration of a female juvenile delinquent; if not, researchers have shown that delinquents recidivated within 1 to 3 years of their release from corrections (Doherty, Forrester, Brazil, Matheson, 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal, Qudekerk, Reppucci, & Woolard, 2015). Recidivism can be lower if the experience of corrections includes rehabilitation (Barrett, Ju, Katsiyannis, & Zhang, 2015; Henggeler & Sohoenwald, 2011; Makarios & Latessa, 2013). The juvenile delinquency case worker had contact with the juvenile in the vulnerable setting of juvenile corrections. Juvenile delinquency case workers provided a private environment, which gave the delinquent an opportunity to discuss problems freely. Rehabilitation treatment intervention may encourage offenders not to become recidivist (Doherty et al., 2014; Manchak & Cullen, 2014; Ortega-Campos, Garcia-Garcia, Gil-Fenoy, & Zaldivar-Basurto, 2016).

Researching the impact of a case worker's influence on first-time, female status offenders has been informative. However, there was no guarantee that the female delinquent would have a support system like a case worker in the correctional facility once released back into mainstream society. In my review of research across three databases, I found no studies on the impact of a juvenile delinquent case worker on first-time, female status offenders. This gap in the literature leads me to this topic. This chapter includes the purpose, significance, framework, research questions, nature of the study, definition of terms and a summary of the chapter.

Purpose

The purpose of this basic qualitative approach was to explore juvenile delinquent case workers' impact on first-time, female status offenders. By interviewing professionals within this population my aim was to capture their own description of their work with clients and the impact they think it had.

Significance

Vidal et al. (2015) found there was a caring factor which deterred recidivism when a service provider had an interpersonal relationship with clients who received rehabilitation treatment during and after their incarceration. This study may contribute to the current understanding of first-time, female status offenders' experiences with the influence of their juvenile delinquency case workers. Mental Health Professionals (2008) identified that many adolescents were often traumatized by past experiences that influence them to have behavior problems.

Espinosa and Sorensen (2016) stated that female delinquents were more problematic to rehabilitate because of their past traumatic experiences. In addition, Etheridge (2005) said that female rehabilitation while incarcerated was not designed to keep them from recidivating once released from corrections. Family members were sympathetic toward their young relatives, but they were not professionally capable to assist with the transformation of a released offender back into mainstream society (Vidal et al., 2015).

Bronfenbrenner (1977) identified the adolescent as being influenced by the interaction of their environment. Adolescents did understand the impact of their direct

and indirect contact with their peers, parents, and neighborhood. The development of an adolescent can be determined by the ecological system that surrounds them daily (Bronfenbrenner, 1977; Farineau, 2016; Lee, Hong, & Espelage, 2010). First-time, female status offenders had a chance to avoid recidivism after their first occurrence if the rehabilitation treatment was successful (Barrett et al., 2015; Henggeler & Sohoenwald, 2011).

Results from my study may stimulate new ideas for scholar-practitioners to examine and supply professionals within the forensic population with treatment strategies. Professional personnel working inside of a youth correctional institution can create an environment that is positive which allows the juvenile delinquent to be transparent during their therapy (De Valk et al, 2015).

Framework

Female delinquents have been influenced directly and indirectly by criminal behavior according to the five levels of the ecological systems theory (Bronfenbrenner, 1977; Farineau, 2016). Juvenile delinquents were affected by childhood trauma, which caused school discipline issues, household conflicts, and criminal involvement. Lee et al., (2010) stated the ecological system theory predicted children were influenced directly and indirectly by their community environments. Bronfenbrenner's social ecological model demonstrated that behavioral outcomes interact within the connected systems such as one's self, the public, school, family, church, and friends (Bronfenbrenner, 1977; Farineau, 2016; Kenny, Blacker, & Allerton, 2014). Female juvenile delinquent rehabilitation treatment was different from the male delinquents, due

to the chronic trauma and mental disorders that influence their criminal behavior (Abbaszadeh, 2016; Cauffman, 2008; Gelsthorpe & Worrall, 2009; Leve et al., 2015; Maschi et al., 2011). Benner, Stage, Nelson, Laederich, and Ralston (2010) described the outcome of recidivism as being impacted by traumatic experiences all at once.

It was valuable for an offender to be mentally evaluated during the intake process to determine and offer a rehabilitation treatment intervention that would stop the influences that provoke the criminal behavior, such as physical abuse (Bonnie & Scott, 2013; Clark, 2010; McDaniel, 2015; Moore & Tatman, 2016). Providing rehabilitation treatment intervention inside corrections while the offender is incarcerated, takes the responsibility off the community, family, and friends, who are not qualified to manage and integrate an ex-offender back into mainstream society (Heidemann, Cederbaum, & Martinez, 2014). It is crucial for personnel to be skillful, registered, and certified to provide great service to first-time, female status offenders while incarcerated (de Valk et al., 2015). Personnel having these main components will demonstrate a positive environment that will enable the offender to speak of all negative factors that influenced them to criminal behavior (de Valk et al., 2015).

Research Questions

The following research questions will guide the study:

1. How do juvenile delinquent case workers perceive their impact on first-time, female status offenders?
2. What do juvenile delinquent case workers identify as affecting the recidivism pattern of the first-time, female status offender?

3. How do juvenile case workers who work with first-time, female status offenders describe their treatment techniques?

Nature of the Study

The nature of this study was a basic qualitative approach. Qualitative research enabled the case workers to describe their impact and influences towards first-time, female status offender juveniles. The data collection method consisted of interviews. The interviewees were selected based on whether they worked with female juveniles, how long they had been employed in the forensic population profession, and their crime of focus inside the area of delinquency. The location of the interview was decided by each participant, outside of their employment organization. According to Yin (2004), the collaboration of data collected from the interviews will display truth and bring a conclusion based on the consistency of the data collected. Basic qualitative approach enabled the researcher to explore the perception of one's logic directly without filtering methodologies already established and gain understanding as the participant interprets their worldview and experiences (Auta, Strickland-Hodge, & Maz, 2017; Bellamy, Ostini, Martini, & Kairuz, 2016; Kahlke, 2014; Yin, 2004).

Definition of Terms

For clarification of terms, the following definitions are provided:

Adolescence: Transient period of development between childhood and adulthood symbolized by increased experimentations and risk-taking, peer influence, and transformation of personal identity.

Community-based treatment programs: Treatment programs offered to an exoffender within the community instead of inside corrections.

Delinquency: Illegal behaviors as diverse as chronically disobeying parents and murder, provided that the offender is a juvenile (Olczak, Parcell, & Stott, 1983).

First-time offenses: The first time apprehended by law enforcement.

Gender-specific: A rehabilitation treatment targeting one gender.

Incarceration: Time spent in detention, prison, or jail overnight or longer (Wood et al., 2005).

Juvenile: Adolescent under the age of 18 years who commits a crime such as running away, a status offender, or unruly behavior (Yoshikawa, 1995).

Mainstream society: Culture of individuals that have similar elements to the current language and ethnicity of the society (Polek & Schoon, 2008).

Nonviolent: Criminal act was not physically harmful (Travis, 1996).

Professionals: Individuals who demonstrate and provide social work knowledge, skills, values, and practice competence in given situations (Tam & Coleman, 2009).

Recidivism: Act of breaking the law repeatedly after release from a correctional institution (Mandel et al., 1965).

Rehabilitation: Result of any planned intervention that reduces an offender's further criminal activity whether that reduction is mediated by personality, behavior, abilities, attitudes, values, or other factors (Martin, Sechrest, & Redner, 1981).

Rehabilitation treatment: Described as a health care activity intervention that leads to a sustained change in the natural history or expected course of the juvenile's criminal behavior (Wade, 2005).

Status offenses: Truancy, running away from home, incorrigibility (disobeying parents), curfew violations, and alcohol possession by minors (Jennings, 2011).

Summary

Female juvenile delinquency criminal reports showed status offenses initiated the behavior of criminal performance. Females offenders reflected 12% of the incarcerated criminal (Conrad et al., 2014; Espinosa, 2015; Fine et al., 2018; Godsoe, 2014; Holloway et al., 2018; McGee et al., 2014). Crimes reported for female delinquent offenders were status offenses (Fine et al., 2018; Holloway et al., 2018; McGee et al., 2014). Delinquents were known to recidivate within 3 years after correctional release if the appropriate rehabilitation treatment was not offered during sentencing (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal et al., 2015). Researching the impact of a juvenile delinquency case worker's influence on the first-time, female status offender was valuable even when there was no guarantee that the female delinquent would have a support system like a case worker in the correctional facility. My plan was to conduct one-on-one interviews with juvenile delinquency case workers who specialized in female rehabilitation treatment. The interviews were conducted in a secure environment of the participant's choice.

Chapter 2: Literature Review

Introductions

First-time, female status offenders were increasing in the female population of criminal behavior (Atella et al., 2016; Benner et al., 2010; Godsoe, 2014). In 2014, 12% of the female population in the United States were incarcerated due to status offenses, which included first-time involvement with the juvenile justice system (Conrad et al., 2014; Espinosa, 2015; Fine et al., 2018; Godsoe, 2014; McGee et al., 2014). Juvenile delinquents could not obtain successful rehabilitation treatment inside correctional institutions if they had cognitive and emotional deficits that were not addressed during their intervention sessions (Kenny et al., 2014; Pihet, Combremont, Suter, & Stephan, 2012). Females have a range of factors that influence their criminal behavior (Banks et al., 2015; Calhoun, 2008; Leve et al., 2015; Maschi et al., 2011; Messer et al., 2016). Female delinquents may suffer from chronic trauma and mental disorders due to sexual and physical abuse, being a welfare recipient, alcohol and drug abuse, and homelessness (Abbaszadeh, 2016; Cauffman, 2008; Gelsthorpe & Worrall, 2009; Leve et al., 2015; Maschi et al., 2011).

The recidivism of first-time female status offenders was still being researched by scholar-practitioners to determine the factors that provoke women to criminal activity. Recidivism can include any number of repeated criminal behaviors such as reoffense, novel convictions, correctional sentences, or criminal status changes (Clem, Prost, & Thyer, 2015). Effective rehabilitation treatments have reduced the criminal activity

causing recidivism rates to decrease (Conrad et al., 2014; Redondo, Sanchez-Meca, & Garrido, 1999).

Rehabilitation treatment addresses influences on the offender's behavior (Doherty et al., 2014; Manchak & Cullen, 2014; Ortega-Campos, Garcia-Garcia, Gil-Fenoy, & Zaldivar-Basurto, 2016). According to Bronfenbrenner's social ecological model, behavioral outcomes are dependent on the interactions within the connected systems such as the individual, the public, school, family, church, and friends (Bronfenbrenner, 1977; Farineau, 2016; Kenny et al., 2014). The social ecological model demonstrates an individual is influenced by the various systems within.

Chapter 2 includes an overview of female delinquency, adolescent development, social ecological model theory, rehabilitation treatment, and recidivism. This literature review also includes an analytical overview of peer-reviewed articles that related to the recidivism of female delinquents.

The key search terms were *juvenile, delinquent, delinquency, female, girl, adolescent behavior, youth crime, status offenses, status offender, negative factors, youth recidivism, negative factors, influence factors, rehabilitation treatments, treatment programs, reentry, recidivism, recidivate, female criminal history, girl's female corrections, first-time female girl delinquents, juvenile correctional facility, female delinquent status offense, female delinquent status offender, girls probation, girls case worker, and social worker*. The published research does not include a large volume of studies on first-time, status offender rehabilitation treatment for female delinquents.

However, the published literature addressed some influences on female delinquents to criminal behavior.

Female Delinquency Overview

Female Delinquency Recidivism History

Prior to the 1950s, female delinquency recidivism was rarely noted in the professional literature. As scholar-practitioners started to witness and observe that no data were being recorded for the female delinquent occurrences, record keeping began by the Youth Bureau of the Detroit Police Department in 1952 (Wattenberg & Saunders, 1955). During 1952, 1,082 girls were incarcerated; 427 were recidivated, and 655 were first-time and last offenders (Wattenberg & Saunders). Female delinquent statistics have been increasing since 1952. Negative factors identified by Wattenberg and Saunders (1955) are still relevant today, including school and household matters with parents. The household matters were negative influences, not specific individuals that lived inside, according to Maskin and Brookins (1974). Girl delinquents in the mid-50s blamed their mothers for their recidivism (Maskin & Brookins, 1974).

Nineteenth Century

Female delinquency became a societal concern in the 19th century, according to the Office of Juvenile Justice and Delinquency Prevention (Puzzanchera, Adams, & Sickmund, 2011; Thompson & Morris, 2013). Female juvenile delinquency arrests for 2014 had decreased by 8.2% since 2013 (Fine et al., 2018; Holloway et al., 2018; Uniform Crime Reports, 2015). In 2013, the total of female delinquents under the age of 18 was 239,736 compared to 2014 total of 220,111 (Uniform Crime Reports, 2015). The

percentage of female delinquent crimes increased from 1985 to 2008 at 102% caseloads, that included cases from 222,800 to 444,700 (Puzzanchera et al., 2011). Due to limited rehabilitation designed for gender-specific treatments, female delinquency recidivism increased (Barrett, Katsiyannis, & Zhang, 2013a; Thompson & Morris, 2013; Vugt, Lanctot, & Lemieux, 2016).

There were numerous influences that contributed to the participation of criminal activity among female juvenile delinquents. As with most demographics of people, negative circumstances may influence individuals to commit criminal acts, which is true for female juvenile delinquents (Benner et al., 2010; Espinosa, Sorensen, & Lopez, 2013; Thompson & Morris, 2013). Researchers discovered that motivating factors that influenced female juvenile delinquents to participate in criminal activities were caused by traumatic experiences (Benner et al., 2010; Bowles, DeHart, & Webb, 2012; Donisch, Bray, & Gewirtz, 2016; Espinosa et al., 2013; National Institute of Justice, 2014). Female delinquents start their criminal activity in the status offender division, such as breaking curfew, running away from home, extreme truancy within the school system, and underage drinking (Gelsthorpe & Worrall, 2009; Joo & Jo, 2015; McGee et al., 2014).

Adolescent Development

Bronfenbrenner's social ecological model demonstrated that behavioral outcomes were dependent upon the interactions within the connected systems such as the individual, the public, school, family, church, and friends (Bronfenbrenner, 1977; Farineau, 2016; Kenny et al., 2014, Weng et al., 2016). The interactions between the neighborhood and family environment can cause negative factors that will influence the

adolescent to become disobedient and gain interest in criminal activity (Bronfenbrenner, 1977; Farineau, 2016; Harris, 2000; Kenny et al., 2014; Weng et al., 2016). The social ecological model demonstrated the relationship of an individual in five layers of society, the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem (Bronfenbrenner, 1977; Farineau, 2016; Lee et al., 2010, Weng et al., 2016). Adolescent development can be influenced by the neighborhood and family environment (Bronfenbrenner, 1977; Farineau, 2016; Harris, 2000; Kenny et al., 2014; Weng et al., 2016).

According to Lin et al. (2014), juvenile delinquency is described as stressful circumstances and harmful reactions that caused the adolescent to behave criminally. Juvenile delinquency is not an occurrence that happens overnight; it has its way of evolving over time. Adolescent behaviors change as adolescents develop when they are outside of the home; parents influence adolescents' behavior inside of the home (Harris, 1999; Harris, 2000; Handel, 2005). Harris (2000) maintained that parent nurturing has not influenced adolescent development; adolescent peers influenced their development. Motivational theory can be considered the reasoning for adolescent development having a negative outcome due to the causes of influence (Hirschi, 1977). Adolescent development had a variety of influences that caused the behavior to change. As with most negative circumstances, demographics surrounding adolescents may influence them to commit criminal acts.

Family

The household setting can be viewed as an environment in which the interactions of the household members impact the development of an adolescent's character and maturity (Dennis, 2012; Guthrie, Cooper, Brown, & Metzger, 2012; Rapheal & Paul, 2015). Researchers stated that parents, especially mothers, have a negative impact on female delinquency (Bowles, Dehart, & Webb, 2012; Clinkinbeard & Zohra, 2012; Jones, 2017; Moore & Tatman, 2016). According to Harris (1998), peer groups are the influence that leads adolescents astray from their upbringing, not mothers. Harris said that it is not fair to a mother to be blamed for the outcome of her daughter's criminal behavior based on their household matters. Weng et al. (2016) explored the parent-child relationship being a positive reinforcement to deter adolescents from involving themselves in delinquent behavior; however, it could be challenging for adolescents if the relationship with their parents is not loving.

Neighborhood

Adolescents who commit crimes may have no discipline inside their neighborhood (Clem et al., 2015; Jones, 2017; Young, 2014). Young (2014) stated that social influences contribute to adolescence development; antisocial individuals can be impacted by mocking the behavior of status offenders. However, Dennison (2015) described adolescent crime being influenced by poverty standards. Adolescents are immature and desire happiness inside their community, especially when it is not being demonstrated in the home (Bonnie & Scott, 2013; Dennison, 2015; Jones, 2017). Adolescents want what they cannot afford, and they may participate in criminal activity

to get it. The mindset of an adolescent might be influenced negatively when the parents cannot afford materialistic requests.

Criminal activity opportunities surround adolescents and negative factors such as truancy, underage drinking, breaking curfews, sexual activity, and corrigibility are all recognized as behaviors due to traumatic experiences (Benner et al., 2010; Bowles et al., 2012; Hess, Arner, Sykes, & Price, 2012; NIJ, 2014; Thompson & Morris, 2013). Neighborhoods have the potential to influence or discourage an adolescent from developing into a respectable citizen (Guthrie et al., 2012; Moore & Tatman, 2016). Adolescent development is impacted by the ecological model theory (Berk & Roberts, 2009; Bronfenbrenner, 1977; Kenny et al., (2014); Weng et al., 2016). Weng et al. (2016) described low self-control as an influencer to adolescent behavior.

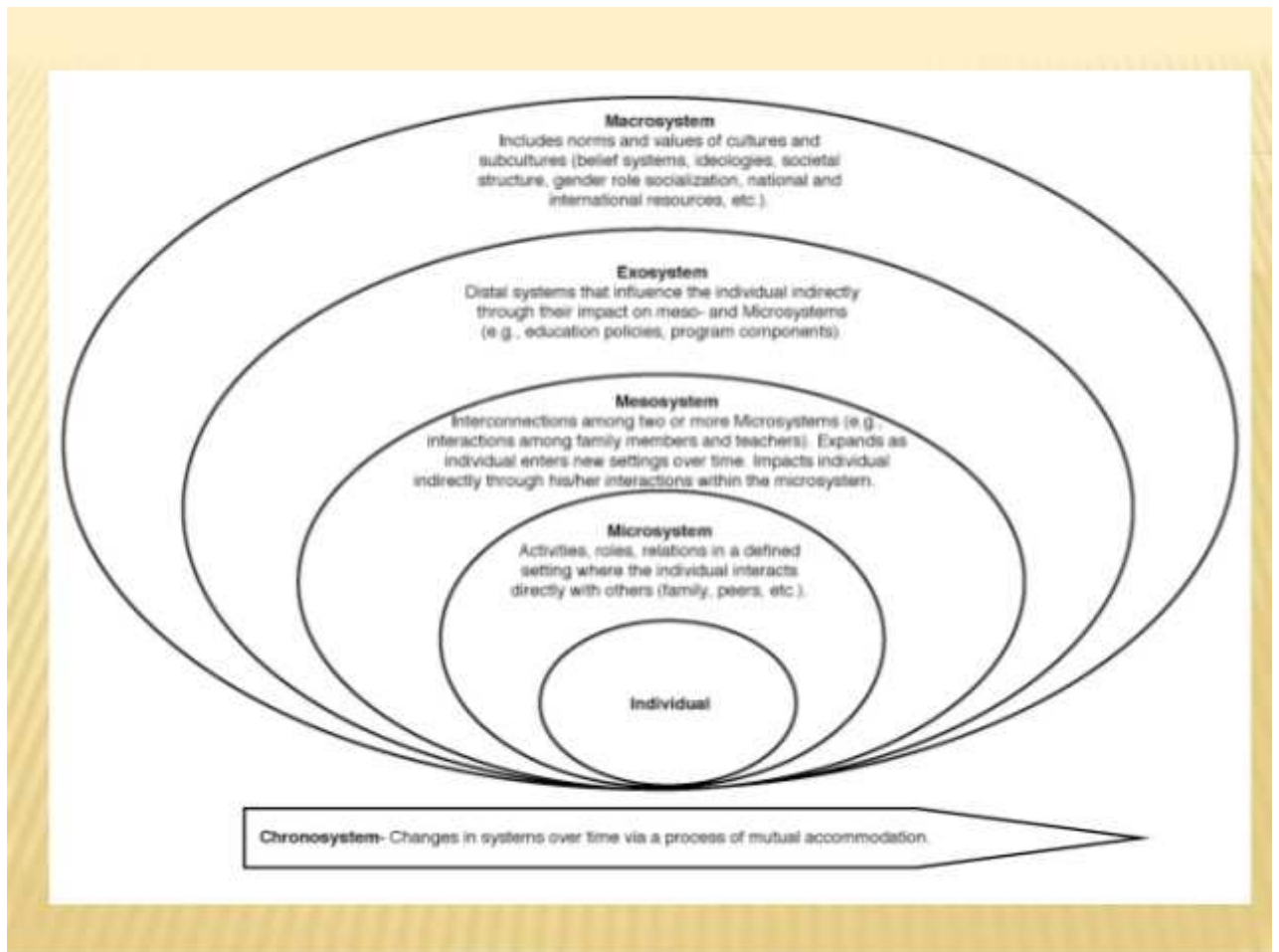


Figure 1. Social ecological model. Bronfenbrenner Ecological Model. Moneva, 2013, pg.7:

Bronfenbrenner developed the framework for exploring interdependence within the influences of the family, the economy, and the political structures as part of a child's development (Berk & Roberts, 2009; Bronfenbrenner, 1977; Kenny et al., 2014). The microsystem consists of the child's direct contact with household members, friends, peers, school acquaintances, church family, and physician office (Bronfenbrenner, 1977; Farineau, 2016; Heidemann, Cederbaum, & Martinez, 2014; Kenny et al., 2014). First-time, female status offenders blame the microsystem, their direct contact counterparts,

for their unruly behavior. Weng et al. (2016) stated that the individuals with direct contact with the adolescent called the microsystem, are associated with the behavior of an adolescent. Leverentz (2011) said that parents and school are crucial factors in childhood development. As a child continues to develop maturity, additional components are added to the microsystem sector (Leverentz, 2011). Harris (2000) stated that adolescent development is influenced by peers.

Rehabilitation Treatment

Intake assessment enables case workers to build a relationship with their clients offering rehabilitation treatment such as skill-building and counseling (Bonnie & Scott, 2013; Clark, 2010; McDaniel, 2015). Moore and Tatman (2016) expressed the importance of the intake assessment during the offender's booking allowing correctional officers the appropriate measures for rehabilitation therapy treatment. Rehabilitation treatment is offered during incarceration. Rehabilitation treatment is classified as an artificial setting instructing offenders to manage mainstream society outside of the correctional institution, stated Vogel et al., (2014). Rehabilitation treatment is essential to the offender's incarceration. However, with the artificial reality (Vogel et al., 2014) during corrections, released offenders can be disappointed. Psychological assessment during intake from the offender can provide the offender rehabilitation treatment opportunities.

Rehabilitation treatment is described as a social decision-making skill to help offenders make sound decisions (Barbot et al., 2012; Clem et al., 2015). Decision-making skills allow an individual to execute their self-worth through their actions, rationalization,

and finding the middle ground with family, friends, and the community (Barbot et al., 2012). Scholars such as da Valk et al. (2015) and Moore and Tatman (2016) expressed the importance of the rehabilitation treatment environment being encouraging and stress-free. Rehabilitation treatment offers the offender an opportunity to revisit negative factors which prevent criminal behavior.

The criminal justice system has policy and procedures to rehabilitate incarcerated offenders. Rehabilitation treatment intervention is another source of therapy promoting responsibility for behavior patterns. There are various programs such as GED/higher education, employment opportunities, cognitive behavioral treatment, scenario skill-training, group therapy, gender-specific, and work-release (Anderson et al., 2016; Connell, Steeger, Schroeder, Franks, & Tebes, 2016; Clem et al., 2015; Gona, Mugari, & Zundayi, 2014; Umamaheswar, 2012; Vugt et al., 2016). Clinkinbeard and Zohra (2012) stated youth who provide their anticipated goals to the case worker after incarceration prove positive reinforcement.

Correctional Program

Statistics show a recidivism pattern for status offenders less than 3 years out of corrections (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal et al., 2015). Correctional rehabilitation programs are intended to change the offender's way of thinking and reaction to a cause. Correctional treatment programs deter offenders from criminal activity once released back into mainstream society. Most programs offered within juvenile corrections are not gender-specific (Anderson et al., 2016; Cauffman, 2008; Garcia & Lane, 2013; Vugt et al., 2016). Vogel et al., (2014) say

correctional programs are not designed for mainstream society challenges. Group workers described by de Valk et al., (2015) inside corrections are responsible for making the environment of the rehabilitation treatment comfortable. Group workers agree that offenders should be punished for not following rules (de Valk et al., 2015) for behaviors that put them into a correctional facility. Prevention programs address social decision-making techniques for the offender inside and outside corrections (Barbot et al., 2012; Gona et al., 2014). Childhood adversity may cause rehabilitation treatment not to be effective due to the negative factors that have caused antisocial and aggressive behavior outcomes, according to Cauffman (2008), Garcia and Lane (2013), and Moore and Tatman (2016).

Case Workers

Juvenile delinquency case workers employed with the SC Department of Juvenile Corrections will provide an important part of the experience of corrections, if rehabilitation treatment is offered to the juvenile offender. Lipsey (2009) described three key factors that supported juvenile delinquents from recidivism influences: intervention method and the type of treatment offered, the significance of the treatment, and the personality of the juveniles who are being treated. Case workers providing rehabilitation treatment to a forensic population such as status offenders may want to target the prosocial behavior to deter recidivism (Clinkinbeard & Zohra, 2012; Umamaheswar, 2012). Case workers provide social support to offenders during correctional rehabilitation programs (Heidemann, Cederbaum, & Martinez, 2014). Cultural diversity among case workers is important in forensic populations (Lin et al., 2014). Juvenile delinquency case

workers should expect each offender to rehabilitate differently due to specifics that influence criminal activity (Lin et al., 2014). Case workers employed inside a juvenile corrections facility have opportunities to impact the juvenile's hopes of rehabilitating their mindset not to recidivate once released back into the mainstream society.

Recidivism

The failure of first-time, female status offender delinquent's recidivism within a 3-year span may have encouraged scholars-practitioners to investigate the gap in correctional rehabilitation treatments (van der Put et al., 2014; Vogel et al., 2014). Recidivism can be blamed on the exoffender's unruly behavior and the juvenile justice processes (van der Put et al., 2014; Vogel et al., 2014). There are external factors that contribute to the affairs of an adolescent recidivating (van der Put et al., 2014; Vogel et al., 2014). Juvenile offenders need to take responsibility and help plan their futuristic goals as a law-abiding citizen to avoid recidivating; such as balancing their expectations and fears of not returning to a correction facility (Barbot et al., 2012; Clinkinbeard & Zohra, 2012; Gona et al., 2014; McDaniel, 2015). Childhood experiences may affect the choices that are made throughout the lifespan of a female delinquent, says Moore and Tatman (2016). Social support may be beneficial inside the community to assist an ex-offender from recidivating (Heidemann et al., 2014). Lin et al., (2014) stated that adolescents are not mature to ignore influences that cause them to commit crimes.

Female Delinquents

Reoffense, novel convictions, correctional sentences, or criminal status changes are all descriptions of repeated criminal behavior causing recidivism. Hirschi (1977) was

a theorist who designed the social bond/social control theory that characterized the acts and restraints of a delinquent's behavior being present. Female delinquents have been traumatized with harmful factors from their childhood to cause their first-time, status offender behavior. Female offending is influenced by traumatic lived experiences (Abbaszadeh, 2016; Bowles et al., 2012), such as physical and/or sexual abuse (Bowles et al., 2012; Leve et al., 2015; Maschi et al., 2011). According to van der Put et al. (2014) first-time, female status offender's recidivism has the same influence barriers as their original interest in criminal behavior.

Researchers have predicted that female delinquency recidivism rates will continue to increase (Benner et al, 2010; Joo & Jo, 2015; Ryan, Williams, & Courtney, 2013). Offering rehabilitation treatment programs in corrections will lower recidivism (Barrett, Ju, Katsiyannis, & Zhang, 2015; Henggeler & Sohoenwald, 2011; Makarios & Latessa, 2013). Not offering rehabilitation treatment techniques while incarcerated will jeopardize the livelihood of an ex-offender; research has shown 1 to 3 years to recidivate (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal et al., 2015). Gender-specific treatments are limited in corrections; female delinquency recidivism had increased due to this concern. Scholar-practitioners have blamed recidivism on past traumatic experiences (Benner et al., 2010). Recidivism rates have decreased due to effective rehabilitation treatments (Conrad et al., 2014; Redondo et al., 1999).

Summary

As scholar-practitioners started to witness and observe that no data were being recorded for female delinquent occurrences, record keeping began by the Youth Bureau of the Detroit Police Department in 1952 (Wattenberg & Saunders, 1955). Female delinquency became a societal concern in the 19th century, according to the Office of Juvenile Justice and Delinquency Prevention (Puzzanchera et al., 2011; Thompson & Morris, 2013). The social ecological model demonstrates the relationship of an individual in five layers of society, the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem (Bronfenbrenner, 1977; Farineau, 2016; Lee et al., 2010, Weng et al., 2016). The household setting can be viewed as an environment in which the interactions of the household members impact the development of an adolescent's character and maturity (Dennis, 2012; Guthrie et al., 2012; Rapheal & Paul, 2015).

Adolescent development is impacted by the ecological model theory (Berk & Roberts, 2009; Bronfenbrenner, 1977; Kenny et al.; Weng et al., 2016). Neighborhoods have the potential to influence or discourage an adolescent from developing into a respectable citizen (Guthrie et al., 2012; Moore & Tatman, 2016). Clinkinbeard and Zohra (2012) stated positive reinforcement is demonstrated through youth who create their goals back into mainstream society. Most programs offered within juvenile corrections are not gender-specific (Anderson et al., 2016; Cauffman, 2008; Garcia & Lane, 2013; Vugt et al., 2016). Correctional treatment programs have the potential to deter offenders from criminal activity once released back into mainstream society.

Statistics show a recidivism pattern for status offenders less than 3 years out of corrections (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal et al., 2015). Case workers provide social support to offenders during correctional rehabilitation programs (Heidemann et al., 2014).

Chapter 3: Research Method

Introduction

The purpose of this research was to explore the impact a case worker professional has on first-time, female status offenders. First-time, female status offenders are increasing in criminal behavior (Atella et al., 2016; Benner et al., 2010; Fine et al., 2018; Holloway et al., 2018; Godsoe, 2014). Rehabilitation treatment may help an offender think wisely about not committing a crime before they are influenced to criminal behavior (Doherty et al., 2014; Manchak & Cullen, 2014; Ortega-Campos et al., 2016). Female delinquents may suffer from chronic trauma and mental disorders due to sexual and physical abuse, receiving welfare, alcohol and drug abuse, and homelessness (Abbaszadeh, 2016; Cauffman, 2008; Gelsthorpe & Worrall, 2009; Leve et al., 2015; Maschi et al., 2011). In Chapter 3, I addressed the methodology of the research outline. I presented the research design and rationale, the role of a researcher once I selected my sample size, the environment I used to collect the data, and the process to analyze my data.

Research Design and Rationale

Basic qualitative approach is a simple procedure that allows a researcher to analyze directly one's logic as they interpret their worldview and experiences without filtering methodologies already established (Auta et al., 2017; Bellamy et al., 2016; Kahlke, 2014; Yin, 2004). Researchers conduct qualitative studies through the lens of interviews and observation field notes, which they are used to collect research data from participants told experience (Sutton & Austin, 2015). Field notes may disclose hidden

emotions (Phillippi & Lauderdale, 2017), such as when the case worker describes their perceived impact on first-time, status offenders. Qualitative research method will enable a select group of juvenile delinquency case workers the opportunity to describe their impact on the lives of incarcerated first-time, female status offenders.

The interview questions were open-ended and created to address how juvenile delinquency case workers described their impact on first-time, female status offenders. I have analyzed interview data and coded in themes. The interview location was at the preference of the participants outside of their employment organization. For instance, each participant decided to meet privately off their job site. The sample size did provide a wide range of knowledge, practicality, and dependable collected data to the research. The questions asked are listed in Appendix C.

Role of the Researcher

My role as a researcher was to locate juvenile delinquency case worker professionals who worked in women forensic populations and worked with women. My target facility was juvenile corrections. Using a case study design inside the juvenile corrections with juvenile delinquency case workers delivered a trustworthy outlook on case workers' real-life scenarios with first-time, female status offenders. Juvenile delinquency case workers who rehabilitate female juveniles enabled me the insight of the impact towards first-time, female status offenders (Sutton & Austin, 2015). I do not have a personal or professional relationship with participants being recruited. Case workers were interviewed face-to-face (Brinkmann, 2016; Oltmann, 2016; Phillippi &

Lauderdale, 2017) to gather the first-hand experience of their impact on first-time, female status offenders.

Brinkmann (2016) stated that the interview represents a social practice that includes physical contact and collected data. As a researcher, using the interview instrument tool enabled me the access to observe facial gestures and body language as the participant responded to the open-ended questions (Phillippi & Lauderdale, 2017; Sutton & Austin, 2015). I took field notes as I conducted these interviews. According to Phillippi and Lauderdale (2017) and Sutton and Austin (2015), field notes can be necessary due to the appropriate data presented and gathered during an interview.

Sutton and Austin (2015) stated that the bias of a researcher should not be overlooked but acknowledged through a reflection of why a researcher's topic is crucial through a worldview. I avoided my bias by member checking during this research. Member checking allowed my participants to give feedback on what I heard them say in interviews. Carlson (2010) described member checking as a key component of trustworthiness to protect the credibility of the research. I used this method throughout my sample. According to Huang and O'Connor (2016), ethical issues can be avoided if research protocol is evaluated, such as analyzing the threats and welfare of the research, requesting contact to the participants, obtaining signed consent forms, protecting the identity and privacy of the participants, and collecting reliable data. In addition, I addressed ethical concerns before each interview began by asking the participant not to identify the offenders to protect their privacy. If a participant mentioned an offender

name by accident, I omitted it during transcribing. The study abided by Walden University's Institution Review Board guidelines.

Methodology

Participant Selection Logic

I selected participants based on their professional environment and expertise. Case workers were selected based on professional career experience such as having caseloads of female juvenile offenders, worked 3 years or longer inside a women forensic population, the crime of focus status offenses, and they must have worked with first-time offenders. Case workers employed inside juvenile corrections have significant roles. Recruiting from the forensic population of juvenile corrections allowed me to describe the first-hand experience of a case worker and their impact on their clients. Scholar-practitioners stated that recruitment from a reliable source displays trustworthiness of the research (Oltmann, 2016; Robinson, 2014; Sutton & Austin, 2015). Specifying case worker expertise lead the female juvenile delinquent population research to be gender specific. The sample size was 12. Mason (2010) explained that the sample size is only important regarding saturation. The saturation confirms that the research has validity and reliability. If saturation is not met within the 12 participants, I will continue to recruit and interview until saturation is met. The relationship between saturation and sample size were to work together as a team. The sample size was needed to enhance the research to show the validity, and the saturation confirmed the reliability of the verbatim data collected (Hennink, Kaiser, & Marconi, 2016).

Recruitment Procedure

I used snowball sampling which allowed me to interact with my professional associates and they referred participants for my study. Snowball sampling allowed me to have participants that were eager to interpret their worldview based on their work and experiences.

Instrumentation

Prior to the interview, I gave each participant their consent form to read and the opportunity to ask questions; before I had them sign. I used Appendix C to guide my interview questions, an audiotape, and notebook for field notes. The interview instrument is often used for qualitative research (Brinkmann, 2016; Sutton & Austin, 2015). I also used Appendix D to assure that my interview questions were aligned with my research questions. The interviews lasted 15 to 30 minutes. The content validity was established by assuring that the interview protocol was designed to answer the research question.

Data Collection

The data for each participant was recorded and locked in a safe in my home office. Data was collected outside of their employment organization. The participant was handed a thank you note and a \$25.00 Visa gift card once they exited the interview. Thus, if the participant did not want to finish the interview, the \$25 Visa gift card was given as they exited the interview. I collected data by taking field notes to write down their gestures, tone, and movement as they answer each question, and audio-taping their response. I transcribed collected data. Once all the data was transcribed, I reviewed them along with the audio-tape recording. Data will be stored in a safe in my home office and

held for 5 years. Participants exited the study by me asking them if they had any questions or concerns from the interview.

Data Analysis Plan

The data analysis started with transcribing the audio-tape recording. I read the transcription thoroughly while listening to the audiotaping to confirm that all dialogue was transcribed accurately. Then, I distributed the password protected read-only transcripts via e-mail to each participant for member checking, to give feedback on what I heard them say in interviews (Carlson, 2010). I contacted my participants via phone and via e-mail for member-checking reviews. Once the transcriptions were confirmed by participants, the coding was initiated. Coding enables a researcher to recognize what similarities and stand-alone context clues are significant to the research questions (Saldana, 2015; Sutton & Austin, 2015). I begin with a content analysis which expressed the core wording or themes (Saldana, 2015). There were two cycles of coding methods used; initial coding and focused coding (Saldana, 2015). The first cycle was initial coding allowing me the opportunity to analyze the interviews transcribed in-depth. I read and re-read the transcription to determine the codes inside each interview. Each interview was color-coded to separate the phrases and words that represented the research. I went to the extreme by creating a graph of each participant and their transcription. I color-coded the codes and subthemes similarities. The cycle was repeated for all interview transcriptions.

The second cycle was focused on coding (Saldana, 2015). Focused coding allows the researcher to scrutinize the similarities, identical, and complex codes consolidating were needed. Once the coding was substantial, themes and subthemes started to emerge

(Saldana, 2015). I started to categorize themes and subthemes as I heard comparisons emerge. I coded by hand.

Issues of Trustworthiness

Issues of trustworthiness were described in four categories: credibility, transferability, dependability, and validity (Shenton, 2004). Issues of trustworthiness played a chief role in the data collection and analysis plan (Shenton, 2004). The validity of the research was demonstrated in the data collected. Interviewing professional participants showed validity in my data collection. Validity is collecting data to be measured with the measurements of the data collected being accurate. Leung (2015) described validity as appropriateness in the tools used for the research, the data collected for the research, and the process to analyze the research. Also, the methodology outlined in the research demonstrated validity through the location, sample, and collected data (Leung, 2015). The sample was specialized in the professional focus of the research making the research credible. The interview location was at the preference of the participants, outside their employment organization; who participated voluntarily. Each participant completed a member check to give me feedback on what I heard them say in an interview, verifying dependability and reliability. Carlson (2010) described noncredible trustworthiness of transcription to be avoidable if the researcher is attentive during the interview and has no personal relationship with the sample.

The dependability of research was participants reviewing their transcribed interview for accuracy, location preference, and professionalism focus (Leung, 2015; Shenton, 2004). The transferability of the research will allow scholar-practitioners the

opportunity to take the results and apply them to another research. All collected data were used for research only.

Summary

This chapter described how the methodology for the research went forth; how I recruited, collected data, and analyzed data. Basic qualitative approach enabled me, the researcher to receive a direct interpretation of the worldview and experiences of an interview participant that may cause a new methodology to be established (Kahlke, 2014). I selected juvenile delinquent case workers as my sample to gain insight on how they described their impact on first-time, female status offenders. Issues of trustworthiness played a leading role in my data collection and analysis plan (Shenton, 2004). Saturation was met when the final participant of the sample did not mention new information. The data collected from each participant was labeled with a pseudonym name and stored in a safe in my home office until transcribed.

Chapter 4: Results

Introduction

The purpose of this basic qualitative approach was to explore juvenile delinquent case workers' impact on first-time, female status offenders. By interviewing professionals within this population my goal was to capture their own description of their work with clients and the impact of their work with their clients. First-time, female status offenders recidivate into the juvenile justice system within 1 to 3 years once released from the initial incarceration. Rehabilitating a female juvenile delinquent to enable them to see the justice system as a law-abiding citizen outside of their traumatic and criminal experiences may reduce recidivism (Farina et al, 2018; Lanctot, 2018; Pusch & Holtfreteri, 2018). As outlined in Chapter 3, I recruited juvenile professionals who specialized in first-time, female status offenses, worked three years or longer inside a forensic population, focused on the crime of status offenses, and worked with first-time offenders.

The research questions for my study are listed below:

1. How do juvenile case workers perceive their impact on first-time, female status offenders?
2. What do juvenile case workers identify as affecting the recidivism pattern of the first-time, female status offender?
3. How do juvenile case workers who work with first-time, female status offenders describe their treatment techniques?

The organization of this chapter will include the setting of the interviews, the demographics of each juvenile professional that volunteered to be interviewed, data collected, data analysis, evidence of trustworthiness, results, and my summary.

Setting

Juvenile professionals volunteered to participate in my study because of their concerns of status offenses within their own region. Juvenile professionals within the field of first-time, female status offenders acknowledge that recidivism rates had decreased by a small percentage. However, if effective treatment techniques are not provided recidivism will be an ongoing societal problem. Juvenile professionals acknowledged that all persons encountering the first-time, female status offenders will need to implement an initial assessment during intake to evaluate their emotional and psychological temperament. Juvenile professionals who provide rehabilitation techniques to first-time, female status offenders are employed inside various agencies and organizations. Thus, the assorted job titles of my participants included school social worker, life coach, clinical counselor, quality care manager, community relations manager, resident counselor, liaison, intensive in-home, police officer, social worker discharge, and therapist.

Demographic

The participants' range of experience was 3-25 years. There were 5 males and 7 females who participated in my study. Juvenile professionals who I interviewed have experienced the one-on-one interventions and/or counseling with first-time, female status offenders shared their personal experiences of what they interpreted to be a turning point

of their client's criminal behavior. All participants were provided a pseudonym. Table 1 disclose the participants demographics.

Table 1

Participants Demographics

Participants	Gender	Job Title	Yrs. Experience
Albert	Male	Life Coach	11
Beno	Male	Quality Care Manager	25
Chauncey	Male	Social Worker Discharge	11
Deatta	Female	Community Relations Manager	22
Evette	Female	Resident Counselor	21
Felicia	Female	Liaison	3
Gerdine	Female	Intensive In-Home	16
Henry	Male	Police Officer	4
Iris	Female	Clinical Counselor	18
Jacqueline	Female	School Social Worker	25
Kendall	Female	Therapist	16
Larry	Male	Community Counselor	18

Table 1 represents the demographics of each interview participant.

Data Collection

The basic qualitative approach was chosen for this study to gain a direct insight of the participants logic as they interpreted their worldview and experiences without filtering methodologies already established (Auta et al., 2017; Bellamy et al., 2016; Kahlke, 2014; Yin, 2004). I used snowball sampling which allowed me to contact my professional acquaintances and they referred me to participants who were juvenile professionals. Some participants also referred me to other participants who work in the forensic populations of first-time, female status offenders. This recruitment enabled me to interview professionals who were passionate about their work and experiences with first-time, female status offenders. The participants were given their consent form prior to the interview session.

I instructed the participants to read over the consent form, then I elaborated on the consent form once they were finished reading, prior to them signing the consent form. I asked the participants if they had any concerns prior to starting the interview session. Each participant was advised that an audio-tape recorder would be used during their interview. The participants were told the interviews were transcribed verbatim from the raw data collected. I did omit the filler words such as “um”, “you know”, and “is is is” for simplicity of the reader in chapter 4. There were 12 participants in my study, and they all shared the same expertise but differed in job titles.

There were 5 males and 7 female participants in my study. My intent was to obtain all face-to-face interviews. I recruited face-to-face interviews, however, only 3 participants immediately agreed. I observed saturation being met within the first 3

participants. I did not want to limit my data because more participants were emerging. I did not want to exclude other recruits who could not meet face-to-face, so I offered other venues to potential participants. I decided to conduct telephone interviews. Six participants agreed to telephone interviews. I had 3 lingering recruits that wanted to participant but turned down face-to-face and telephone interviews due to job obligations. Thus, I choose to send the interview questions through e-mail because I did not want their data to be excluded from my study. The e-mail participants' responses were also similar views from the face-to-face and telephone participants' response.

There were 3 face-to-face interviews, 6 telephone interviews, and 3 through e-mail. I was able to speak with all participants in person or by phone in order to discuss the consent form and answer any questions about the study. I transcribed each participant's interview on their individualized interview protocol sheet. The participants were eager to interpret their worldview of the first-time, female status offenders they assisted. Some of the demeanor expressed was sincere but passionate, and others were carefree but worried about the youth of tomorrow's temperament. The format for additional participants provided saturation despite the various job titles in the table and years of experience. I had a good homogenous sample size; their responses were in concert.

Data Analysis

Coding Data

There were two cycles of coding methods used; initial and focused coding (Saldana, 2015). The data were coded and themed by hand. The data were coded first

using initial coding which allowed me to outline all codes inside every participant's transcript. This was a lengthy process due to the amount of data gathered in each interview. There were two cycles of initial coding to confirm that all codes were documented. As I repeated the initial coding the second time around, I started to color-code for clarity and verification of developed codes. I created a graph that allowed me to detect the codes as they were developing. Within the graph, I began to color-code all major codes expressed by my interview participants. Once the codes were completed and confirmed I executed the second cycle of coding called focused coding. Focused coding allowed me to scrutinize the similarities, identical, and complex codes consolidating where needed (Saldana, 2015). During the process of focused coding, I began to see the unfolding of similarities, complex, and identical codes. This process allowed me to consolidate codes were needed with the process of color-coding in fuchsia pink. Once the coding was comprehensive, I began identifying themes and sub-themes. The themes were broad initially, but during the second review of developing themes, I was able to reduce the multiple themes to a single word or phrase.

Table 2

Participants Themes

Themes	
Theme 1	Trust
Theme 2	Nurture
Theme 3	Life-skills/Life-tool
Theme 4	Parenting Skills
Theme 5	Anger

Table 2 offers the developing themes generated from my interview participants.

Themes

Four major themes emerged from the data: trust, nurture, life-skills/life-tools, and parenting skills. A fifth theme, anger, also emerged and will be discussed with the major themes. All themes were based on three research questions, 11 interview protocol questions that assisted with collecting raw data, and 12 interview participants who worked with first-time, female status offenses. My participants were from various agencies and organizations. They were not employed with the same employer. The raw data collected enabled me to be reminded of the literature review framework I had mentioned in Chapter 2. Below you will find my three research questions followed by listed themes that will explain my data analysis.

Theme 1: Trust

Research Question 1 asked: How do juvenile case workers perceive their impact on first-time, female status offenders? Research Question 1 was addressed by the theme of trust. Nine of the participants agreed that trust was an impact on first-time, female status offenders. Codes identified were establishing relationship, interpersonal skills, transparency, comfortable, comfort, apprehensive, unsure, questionable, uneasy, non-trusting, fear, building relationship, and withdrawn which generated the theme of trust. Below are the verbatim transcripts which emerged the theme of trust.

For example,

Albert:

First, they are reluctant but until we can do the icebreaker, identify their happy spot, then, they are open more to that once they know they can identify that.

Deatte:

They don't see you as a person that had to go through teenage life. They see you as a professional, and they don't know at that point initially to trust you. Whether you're just somebody trying to tell them what they need to be doing, or whether you are somebody that can identify with their situation. So, it's all in building a rapport with them and it takes a couple of times.

Iris:

If they are court ordered, they often meet me with resistance and are not as open to the therapy process. Some are willing to participate and not as guarded.

Sometimes they would minimize their behaviors and offenses and not honest, or open.

Jacqueline:

For the first session, the clients do not want to talk about the incident. They make minimal eye contact and they play with whatever is in their hand during the session; while repeatedly stating that they do not need therapy.

Kendall:

Many clients are apprehensive because they really don't understand the counseling process and have formed their own opinions on the benefits of counseling. Others are only attending due to a mandate from the courts or as a part of their probation. These clients often are not motivated.

The first-time, female status offenders who were clients of the juvenile professional participants were not receptive of their rehabilitation therapy sessions originally due to the traumatic experiences they had encountered. The process of juveniles trusting a stranger in their vulnerable state when they are challenged daily to trust people in their homes restricts the initial rehabilitation therapy sessions. Once trust is established the first-time, female status offender will begin to accept rehabilitation therapy from the juvenile professional assigned to their caseload. Felicia and Larry, two of the participants, did not state a comment regarding question 1 of the interview protocol instrument.

One interview protocol question asked participants about their client's turning point inside the session which demonstrated they were beginning to agree to the

treatment being offered. As clients began to trust the juvenile professional managing their caseload, they start to participate in the sessions. The verbatim comments are listed below. For example,

Beno:

The clients are originally standoffish, gang-involved and observant. They trying to see how invested we are with the services we are providing to them.

Deatte made a significant point regarding clients building a rapport with their juvenile professional to determine what strengths and weaknesses were exposed to determine how the treatment can benefit them from their past influences of criminal behavior. Deatte also said,

They feel like you can identify. They realize or establish that rapport with you or establish that relationship. They will open up. The meat of what's happening, but it want be until they know that they feel the genuineness of what you're trying to do. They want to know that you're going to help them work through it. They want to know that you care about why they did it, not what they did, but why they did it.

Henry, a police officer who works with the juveniles communicates his views with status offenders and their parents. Henry expressed that he does not allow his police uniform to deter the juvenile from criminal behavior but his mentorship. For example,

Henry:

I think its more of a mentorship, sharing knowledge.

Jacqueline mentioned in her response that the behavior of the client changes after a couple of sessions when the client begins to be attentive and calm. As clients recognize that the juvenile professional is helping the situation instead of being critical, their attitudes are improved. For example,

Jacqueline:

The student makes more eye contact and seemed more comfortable.

Another interview protocol question that asked what signals are demonstrated from the clients to express the juvenile professional's impact on their thinking or behavior and 5 participants mentioned codes that emerged to trust. Signals displayed from the clients were body gestures, attitude, and dialogue. For example,

Beno:

They communicate back.

Chauncey:

Interact or be able to go into detail about their life; what occurred.

Deatte:

They realize or establish that rapport with you or establish that relationship.

Evette:

They open up. They found their purpose of being here. They become more brave and bold about certain situations.

Kendall, a therapist for juvenile offenders acknowledges a positive reinforcement from a past client when she receives a referral from them. The gratitude of knowing that

you helped a previous client change their livelihood, then refer a peer is rewarding to the juvenile professional. For example,

Kendall:

When I receive referrals and they say that a former client referred them to me. It indicates that they trust the therapeutic process enough to pass it on to someone else.

Lastly, the interview protocol question that asked about the articulation of the client towards the therapy or the juvenile professional. Clients tend to be outspoken, and sometimes rude. However, the juvenile professionals expressed some kind words of their clients. For example,

Albert:

He's alright with us. He cool!

Chauncey:

Go into details.

Evette:

They regress to whining. They can put their guards down. They put their walls down. First, come in they say, you ain't my momma! You ain't my daddy! Then, after a while, it's like you the only momma I got in here.

Iris:

Openly talk about their thoughts and feelings.

Larry:

Mentee chooses me as the mentor. Then, its then my job to guide them positively through this life based on my experiences.

In summary, trust from the worldview of juvenile professionals expands across varies measures depending on the client and the techniques provided in the rehabilitation treatment therapy sessions. Based on the participant's interpretation, clients are willing to be rehabilitated once they establish trust with the juvenile professional assigned to their caseload. Trust is a necessity gained inside of the rehabilitation treatment therapy sessions that aide the juvenile to participate.

Theme 2: Nurturing

Research Question 1 and Interview Protocol Question 1 both addressed the theme of nurture; "How do you describe your professional impact on a first-time, female status offender?" Five of the participants agreed that nurturing is impactful towards the livelihood of recovering the mindset of the first-time, female status offender. Nurturing demonstrates a wholeness of support with empathy. Below are comments which claimed nurturing was an impactful theme to offer to a first-time, female status offender. Beno said,

There are 2 parts: informative and nourishing. The informative aspect informs how the behaviors effects their livelihood, and the nourishing aspect demonstrates strong support by having no influences, bias, and/or pre-determined notions or perceived opinions.

Evette:

Well, in my opinion, when they get here most of the time all they are looking for the nurturing; you know what I mean. They're actually, cause, even though they have a parent. Their father might be more prevalent in their lives instead of the mother; you know what I mean. Some people, some mothers just don't have that mothering, that nurturing, you know; that that, they just don't have it. And they searching for it and attention is what they need, or they screaming for. That's the ultimate thing!

Beno and Evette mentioned nurturing their clients, whether it be direct nurture in their strategic plan or discernment of what is required based on the observation of their client's current behavior. Smith and Bradshaw (2017) claimed that nurturing environments are an advantage to the recovery of a youth's human development. Nurturing does assist first-time, female status offenders when they have experienced traumatic situations that have left them vulnerable in the care of juvenile professionals.

Theme 3: Life Skills/Life Tools

Research Questions 1, 2 and 3 addressed life skills/life tools. Research Question 1 asked: How do juvenile case workers perceive their impact on first-time, female status offenders? ; Research Question 2 asked, What do juveniles case workers identify as affecting the recidivism pattern of the first-time, female status offender?; and Research Question 3 asked: What treatment strategies do you recommend for working with offenders with status offense charges? The themes life-skills/life-tools emerged from 9

of the participants. The sub-themes that produced this theme were vision boards, referrals, moral supports, community-based programs, problem-solving/coping skills, conflict resolution, goal-setting, and coping skills. Below are the verbatim transcripts which emerged the theme of life-skills/life-tools.

Evette:

Model of Care. We have to do the skills curriculum, therapeutic activities, life lessons; we do all kinds of stuff. I mean, just all kinds of stuff. And, then come up under that therapeutic activities will probably be like, um, the 1-on-1 counseling, group activity, public activity, um, maybe um, library go to the library.

Larry:

Because I believe in Urie! Urie is right on point, and-and Erickson his time was right on point. Even Freud made some excellent points, but I can't conform to any one's theory. So, if I get trained in something even with that training for that particular program, not saying sticking to the fidelity of that program, but there's so many things that we can add to that to-to to make it better. So, again, it just depends on where you are in that person's life.

Henry:

One day or depending on the severity, it can be an overnight visit. Um, a lot of it depends on the participants and their actions; and how they react to it. As well, what the parents want.

Rehabilitation treatment techniques are diverse depending on the agency or organization that provide services to first-time, female status offenders. Based on the

coding, life-skills/life-tools theme emerged. Like-skills/life-tools play a crucial role in the behavioral outcome of the first-time, female status offender. Nine of the participants agreed life-skills/life-tools were recommended strategies for working with first-time, females with status offenses. Albert said: You have to have an integrated product delivery service in place. Albert realized for 25 years working with this population there are many factors involved with providing services to traumatic female adolescents. Albert acknowledged that every organization and agency involved with juvenile delinquency is crucial to the rehabilitation process.

Chauncey, Beno, and Felicia expressed various types of therapies, such as Myers Briggs (personality test), alcohol and drug abuse (out-sourcing/third-party), cognitive behavior therapy, eye movement decentralization reprocess, and partners and parenting that are suggested to identify the influences towards criminal behavior. They expressed confidence in their interviews of the requirements for the first-time, female status offenders to be successful during their recovery to good behavior.

Kendall and Larry agreed that therapy and life-skills/life-tools are essential fundamentals to rehabilitating a first-time, female status offender to good behavior. Kendall said,

Motivational counseling, cognitive behavior therapy.

Kendall proclaimed there were strategies combined inside the rehabilitation sessions that required a diverse approach to several methods to accomplish the goals set from the initial assessment with the first-time, female status offender. Larry, on the other hand, said,

His theory was not a specific treatment due to the various methods to rehabilitate first-time, female status offenders.

Life-skills/life-tools assist the first-time female status offender with the strategies to overcome the negative factors that influence them to criminal behavior.

Theme 4: Parenting Skills

Research Questions 2 asked: What do juveniles case workers identify as affecting the recidivism pattern of the first-time, female status offender? Research Question 3 asked, how do juvenile case workers who work with first-time, female status offenders describe their treatment techniques? Nine participants out of the 12 agreed that parenting skills influenced the female juvenile delinquents to criminal behavior. Parenting skills were the theme that emerged from comments about family connections, connections/relationships, parent communication, basic needs/food, negligence, poor parenting, family, child abuse, childhood trauma, sexual abuse. Below are the verbatim transcripts which emerged the theme of parenting skills.

Deatte:

So, like you mentioned with the ecological system, you have socio-economic factors, the living environment, two-parent homes, educational level of their parents, the educational level of them, themselves where they are.

Gerdine:

Upbringing. The home cause some of them are single parents, and different boyfriends have been in and out of the house.

Jacqueline:

Several factors in a student's home or personal life can contribute to truancy. Other problems such as divorce, physical or verbal abuse, and frequent moving from place to place also cause chronic absenteeism. A hostile school environment can also cause truancy. In addition, absent students lose interest in school which results in low academic performance.

Iris, a participant who answered Interview Protocol Question 3, "What treatment strategies do you recommend for working with offenders with status offense charges?" responded to the question, parenting skills. In the profession of a juvenile professional, they witness a lot of scenarios that hinder the family unit, especially the adolescent that has been influenced outside of the household to commit crimes.

According to the participant's worldview interpretations first-time, female status offenders blame parents for their criminal behavior. The sub-themes mentioned in the interview sessions such as multiple boyfriends, poverty, negligence, and childhood trauma were negative factors that caused the juvenile offender to be influenced by criminal behavior.

Additional Emerging Theme

Anger

Research Question 2 asked: What do juvenile case workers identify as affecting the recidivism pattern of the first-time, female status offender? Anger was a theme emerged from a few participants which I thought necessary to mention. Seven participants expressed their worldview and interpretation of their experiences with the

theme anger. The subthemes which generated the anger theme were being bad-mannered, rude, unhappy, bully, and stubborn. Beno, Chauncey, and Gerdine explained their personal experience with clients they encountered to exhibit anger. Even though the clients demonstrated anger at the initial sessions the participants did not surrender their services. It took several scheduled sessions for the first-time, female status offenders to realize the necessity of the rehabilitation treatment therapy services offered. Below are the verbatim transcripts which emerged the theme of anger.

Beno:

The clients are originally standoffish, gang-involved and observant.

Chauncey:

A little bumpy for them with attitudes. Then, eventually, they come out of their shell, open-up a little more, and you know, and discuss they're, you know, what's been going on.

Gerdine:

They rolling their eyes. They looking at me, that first one goes hard. It's about the 4th one I start breaking in. It's about the 4th or 5th session, they be like, girl you here again? Bam, I come running, yes hunni. When they realize, oh ok, she I like. She cool! Until they realize that, I can't do nothing with them.

Gerdine's tone as she dialogued with me portrayed frustration due to the challenging attempts to establish trust with her rebellious client. Beno and Chauncey acknowledged being patience and kind to their clients would eventually transform their behavior. As the 3 mentioned participants expressed their worldview it allowed me to

have lens as the juvenile offender and rationalize how they view authoritative figures who are trying to help them transition from their criminal behaviors.

Results

Four major themes emerged from the data: trust, nurture, life-skills/life-tools, and parenting skills. A fifth theme, anger, also emerged and will be discussed with the major themes. The results of the 3 research questions were addressed by the data obtained by the interview protocol questions. I had 12 interview participants who were employed with various organizations and agencies that assisted first-time, female status offenders in the Southeast Region. The interview questions were open-ended and created to address how juvenile delinquency case workers described their impact on first-time, female status offenders. The raw data was collected based on the interview protocol questions Appendix (D).

Theme 1: Trust

The theme of trust begins establishment once the juvenile professional has encountered their client. Trust is to believe in the person and the services they are providing (Levine, Bitterly, Cohen, & Schweitzer, 2018). First-time, female status offenders are vulnerable, bitter, and confused during their first encounter with the juvenile justice system. First-time, female status offenders are court-ordered to a group home facility who employ juvenile professionals to provide rehabilitation treatment therapy sessions several times a week. Nine of the participants agreed that trust was an impact on first-time, female status offenders. Below is the verbatim transcript which emerged the theme of trust.

Evette:

I've seen them come from court in handcuffs. Yes. It's not a particular crime.

Usually, if they are coming from court or if they are coming from the treatment center, they usually are handcuff and coming straight here.

First-time, female status offenders instructed to go straight to the group home facility from the court may form distrust due to the punishment given. Juvenile professionals such as Evette, who is a Resident Counselor has encountered both negative and positive behaviors once the juvenile offender is released to her facility. She speaks of her clients whimpering down like babies to be nurtured once they establish trust in her and the services she provides. Juvenile professionals such as Iris, Jacqueline, and Kendall who work with their clients outside of a juvenile facility said their clients are non-compliant to the services initially because of reasons such as not knowing what to expect in counseling. They feel counseling is not necessary for their punishment, and they are angry that the court forced them to attend. The participants expressed their clients have attitudes and will ignore your instruction during the initial rehabilitation treatment therapy session. Below is the verbatim transcript which emerged the theme of trust.

Jacqueline:

For the first session, the client's do not want to talk about the incident. They make minimal eye contact, and they play with whatever is in their hand during the session while repeatedly stating that they do not need therapy.

Due to the professionalism, juvenile professions do not take offense to the negative behaviors presented from their client's initial appointment. There are

opportunities within the sessions that allow clients to become acquainted with the environment, treatment techniques, and the juvenile professional facilitator. Below is the verbatim transcript which emerged the theme of trust.

Iris said,

The first few sessions focus on building rapport with the client so that way they can feel comfortable with the therapy sessions. My goal is to get them to buy into treatment.

Rehabilitation treatment is crucial for the first-time, female status offender to keep the recidivism rate to a minimum. Ex-offenders have a reputation of returning to juvenile justice corrections in 1 to 3 years, once released back into mainstream society (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al., 2015; Vidal et al., 2015). Assigning first-time, female status offenders to rehabilitation treatment therapy sessions once released from corrections may resolve the influence that causes criminal behavior.

Theme 2: Nurture

Kress et al., (2018), Levine et al., (2018) and Brinkman et al., (2018) conveyed that juvenile professionals must develop a strong and nourishing relationship with the client who has experienced interpersonal traumatic events. My participants expressed their experiences with their clients and how nurturing generated positive reinforcement. Five of the participants agreed that nurturing is impactful towards the livelihood of recovering the mindset of the first-time, female status offender. Below are the verbatim transcripts which emerged the theme of nurture.

Jacqueline:

It is critical for me as a social worker to learn the client's worldview in order to enhance cooperation in the counseling process, this would allow space for the client to take the session where he or she wants it to go and at the pace, he or she feels comfortable with me in the session.

Deatte:

So, it's all building a rapport with them and it takes a couple of times.

Gerdine:

Okay. Well, um, 95% of the time I'm able to bridge the gap between the child and the parent.

Nurturing provides a troubled juvenile a calm and therapeutic environment.

Theme 3: Life-skills/Life-tool

In addition, life-skills/life-tools emerged from 9 of the participants. Research Question 2 asked, "What do juveniles case workers identify as affecting the recidivism pattern of the first-time, female status offender?" Nine of the participants agreed that treatment techniques for a first-time, female status offender should be strategized towards life skills/life tools. Below are the verbatim transcripts which emerged the theme of life-skills/life-tools from Albert.

You have to have an integrated product delivery services in place; dealing with these kids. And what that means, everybody that is affiliated or working with these kids, it could be the home, the community, the agencies, whether they talking about education, the school, the school district, DSS, DJJ, ummm, the

Fsollicitors everyone that is providing services for the kids. We need to be on the same page and looking at what type of services are working; and what type of services not working. So, you have to have the integrated product delivery services. And, once you have that integrated product delivery services in place, then, you will see the impact on this child life.”

Felicia:

I think that personal for myself, I take a very real approach with any juvenile offender. And I think that professionally, you know, I assist them in finding, you know, the real issues that esteem from what’s going on.

Gerdine:

Give the child coping-skills not to blow-up. Journal writing, you know, just to calm the mind down. But you know the journal writing, count to 10 backward you know, maybe go for a walk around the house.

Life-skills/life-tools provide a significant component of the rehabilitation process for the first-time, female status offender. First-time, female status offenders will have the opportunity to revisit past influencers and learn of ways that will prevent them from being impacted by criminal behavior.

Theme 4: Parenting Skills

The themes of parenting skills emerged from 9 of the participants. Research Question 2 asked, “What do juveniles case workers identify as affecting the recidivism pattern of the first-time, female status offender?” Below are the verbatim transcripts which emerged the theme of parenting skills.

Felicia:

It has a lot to do what happened to them when they were a child. Is it a trauma? Have they been sexually abused, assaulted? Is its emotional abuse? Is its physical abuse? Is it attention seeking? Is it going back to those absolute families? You can see that children that their parents always worked, and they were never home, um, or not giving them that attention even just meeting their basic development.”

Gerdine:

Ninety-five percent of the time, I'm able to bridge the gap between the child and the parent.

Iris:

I like to screen for any signs of trauma or past issues that may have impacted the juvenile's behaviors. Sometimes traumatic events such as domestic violence, sexual abuse, physical abuse, or other traumatic factors may play a role in the underlying cause of the behaviors. Sometimes environmental situations and their upbringing have impacted their behaviors. Also, a lot of juveniles struggle academically, and they resort to criminal behaviors due to poor academic success low IQs low test scores. Sometimes juveniles come from homes where they are in a single parenting situation. This is a big impact. Poverty.”

Kendall:

“Childhood traumas such as child sexual abuse, witnessing domestic violence episodes, lack of education, and lack of stability/consistency in childhood.”

Larry:

My personal theory which is kind of based off Urie Bronfenbrenner. So, my spin on that is this. So, course you know that the family or the parents are supposed to be the family unit. Whatever they consider family, being grandparents, whoever their family is as supposed to have the strongest pull. So, with that said, my spin on that is this. There are 4 common elements that you'll find these kids: low income, low education, substance abuse, and lack of parents; via mother via father.

Consequently, Larry, a police officer who works with the diversionary program for incorrigible youth expressed a different outlook. Larry provides more of an interpersonal approach to the family during their intervention session. Below is the verbatim transcript which emerged the theme of parent skills.

Larry:

“Sitting them both down, speaking with them individually, and then speaking with the mom (aunt) individually. I separate them first.”

There are diverse measures to get the attention of a first-time, female status offender. If the occurrence is addressed immediately it enables a juvenile professional strategic measure to recovery the mindset of that troubled youth.

Bronfenbrenner (1977), Farineau (2016) and Kenny et al. (2014) expressed that an adolescent's behavior outcomes are dependent on the interactions within the connected systems such as the individual, the public, school, family, church, and friends. Thus, providing rehabilitation treatment intervention to the first-time, female status

offender while incarcerated takes the responsibility off the community, family, and friends, who are not qualified to manage and treat an ex-offender back into mainstream society (Heidemann et al., 2014). Ecological system theory states the microsystem within the first layer of the social ecological model has direct contact with the family (Bronfenbrenner, 1977; Farineau, 2016; Kenny et al., 2014, Weng et al., 2016). It is critical to the offender and the parent(s) to participate in the specified rehabilitation treatment therapy session that addresses the parenting skills which cause a behavior change in the status offender.

Additional Emerging Theme

Anger

Anger was a theme that I thought essential to emerging due to the consistency of responses from participants and their worldview and interpretation of their client's initial experience. Anger is a characteristic that is not planned but acted out from first-time, female status offenders who have experienced trauma during their childhood, and never recovered or received professional assistance from the experience. Seven participants agreed that first-time, female status offenders show anger during their initial assessment. First-time, female status offenders have experienced some type of trauma which has resulted in anger towards strangers, especially juvenile professionals who are given the task to assist with their rehabilitation treatment therapy sessions.

Evidence of Trustworthiness

Credibility in my research was demonstrated through the professionalism of juvenile professionals that work with first-time, female status offenders daily. In addition,

juvenile professionals had 3-25 years of hands-on experience with first-time, female status offenders. The interview protocol was a component of credibility because of the raw data received from the participant's responses, and the examples used to confirm their responses. I studied the raw data collected until codes were detected. The continuous observation of rereading the raw data to confirm the sufficiency of the codes permitted me to develop themes. I also offered member-checking to allow my participants the opportunity to confirm what I heard them say, and to give feedback if there were errors. Member-checking in my research did make a difference because it demonstrated integrity to my participants. Transferability in my research will enable scholar-practitioners the opportunity to take the descriptive measures of my research and apply them to another research.

Dependability in my research was demonstrated through member-checking which gave the participants an opportunity to confirm what I heard them say, and to give feedback if there were any errors found in their transcript. There were three interview types: face-to-face, e-mail, and phone. The professionalism focus presented dependability since juvenile professionals agreed to be interviewed (Leung, 2015; Shenton, 2004). Participants were given their password-protected transcript within a 24-48-hour timeframe after I transcribed. Confirmability of my research was demonstrated by the interview research instrument used, digital recorder to collect the data, raw data collected and interpreted, and the results.

Summary

Chapter 4 results presented comments from each participants' interpretation of their worldview and experiences. The twelve participants, 5 males, and 7 females, in my research, volunteered their responses openly. Nine of the participants agreed that trust was a major component to rehabilitating the mindset of a first-time, female status offender. In addition, five of the participants agreed that nurturing is impactful towards the livelihood of criminal behavior. There were nine of the participants who agreed that treatment techniques for a first-time, female status offender should be strategized towards life skills/life tools. Also, nine of the participants agreed that the social ecological model of human development was influenced by parenting skills. Lastly, seven participants agreed that anger is encountered during the initial assessment because of the past trauma experienced by the first-time, female status offender.

The data collected gave clarity of the influences that provoke first-time, female status offenders, and the assistance it takes to rehabilitate them back into mainstream society. All my participants were employed with an agency or organization that provided rehabilitation treatment therapy prevention to first-time, female status offenders. Rehabilitating a first-time, female status offender involves persons whose expertise is juvenile delinquent prevention. Five themes emerged trust, nurture, life-skills/life-tools, parenting skills, and anger.

Chapter 5 will present an interpretation of the findings, limitations of the study, recommendations for scholarship-practitioners, implications of positive social change, and a conclusion of my research.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this research study was to explore juvenile professionals' impact towards first-time, female status offenders. Juvenile professionals employed within various forensic populations were participants in the research study. They interpreted their worldview and experiences with clients and the impact they think their work had. Participant job titles varied from school social worker to a therapist depending on the employer. However, they all work as juvenile professionals that provided one-on-one rehabilitation treatment therapy sessions to first-time, female status offenders. As mentioned in earlier chapters, first-time, female status offenders become recidivists within 1 to 3 years from their initial incarceration (Doherty et al., 2014; Gottesman & Schwarz, 2011; Joo & Jo, 2015; Leve et al 2015; Vidal et al., 2015). Recidivism can be reduced if applicable measures are implemented in their therapy sessions (Barrett, Ju, Katsiyannis, & Zhang, 2015; Henggeler & Sohoenwald, 2011; Makarios & Latessa, 2013). The gap in the literature showed no research associated with juvenile delinquent case workers' impact towards first-time, female status offenders. The raw data collected enabled me to detect codes and subthemes which emerged into 5 themes. Four major themes emerged from the data: trust, nurture, life-skills/life-tools, and parenting skills. Additional theme anger was also identified. The following three research questions guided my research study:

1. How do juvenile professionals describe their impact on first-time, female status offenders?

2. What do juvenile professionals identify as affecting the recidivism pattern of the first-time, female status offender?
3. How do juvenile professionals who work with first-time, female status offenders describe their treatment techniques?

Interpretation of Findings

By interviewing professionals within this population my aim was to capture their own description of their work with clients and the impact they think it had. First-time, female status offenders were influenced to criminal acts due to negative circumstances they had experienced (Benner et al., 2010; Espinosa, Sorensen, & Lopez, 2013; Thompson & Morris, 2013). The key findings represented 12 participants whose raw data provided descriptive information pertaining to first-time, female status offenders. The interpretation of findings was generated from 3 research questions and 11 interview protocol questions. There were two cycles of coding used to code the data: initial and focused. The major themes that emerged were trust, nurture, life-skills/life-tools, and parenting skills. A fifth theme, anger, also emerged and will be discussed with the major themes.

Theme 1: Trust

First-time, female status offenders have experienced interpersonal trauma that caused trust issues (Kress et al., 2018). Their trust issues are found towards persons that seem to have an authoritative demeanor. The finding of Theme 1 was effective towards the Research Question 1: How do case workers describe their impact on first-time, female status offenders? According to 9 participants, trust was an initiating factor to begin the

rehabilitating treatment therapy sessions. Albert said providing an icebreaker during the first session helps to connect with the offender to establish trust. Deatte said offenders are not willing to receive services initially because they do not see juvenile professionals as persons who have experienced a similar childhood as them. They see juvenile professionals as professionals only, which deters them from trusting case workers. Evette, on the other hand, said once the offenders begin to witness the case worker's sincerity in your therapy they begin to communicate. Theme 1 was a theme that coincided with the literature review.

Rehabilitation treatment is described as a social decision-making skill to help offenders make sound decisions (Barbot et al., 2012; Clem et al., 2015). Felicia said her clients' turning point was them acknowledging the coping strategies significance towards their behavior outbreaks. Henry said the offenders begin to express positively how they felt about him. Henry said,

I think it's more of a mentorship sharing knowledge and even in some cases they say, "I love you".

According to Lin et al. (2014), juvenile delinquency is described as stressful circumstances and harmful reactions that cause the adolescent to behave criminally. Juvenile responsiveness to juvenile professionals' initially may be challenged caused by the awkwardness of the offense. Participants such as Chauncey, Beno, and Iris interpreted their experience. Chauncey said,

Um, some might start out a little bumpy for them with attitudes.

Beno said,

They trying to see how invested we are with the services we are providing to them.

Iris said,

If they are court ordered, they often meet me with resistance and are not as open to the therapy process. Some are willing to participate and not as guarded

Rehabilitation treatment address influences on the offender's behavior (Doherty, Forrester, Brazil, & Matheson, 2014; Manchak & Cullen, 2014; Ortega-Campos, Garcia-Garcia, Gil-Fenoy, & Zaldivar-Basurto, 2016). As the participants continued to express their impact towards the offenders during therapy there was a sense of relief as they reflected on the experience; because of the behavioral transformation from their client.

Theme 2: Nurture

Intake assessment enables case workers to build a relationship with their clients offering rehabilitation treatment such as skill-building and counseling (Bonnie & Scott, 2013; Clark, 2010; McDaniel, 2015). Juvenile professionals provide a supportive relationship with their clients once trust is established (Heidemann et al., 2014). Theme 2 was a surprise that emerged from the data Research Question 1: How do juvenile delinquent case workers describe their impact on first-time, female status offenders? I never thought that a juvenile professional had the time to nurture a client prior to providing therapy. According to nine participants, nurturing is a component to establish trust. Case workers provide social support to offenders during correctional rehabilitation

programs (Heidemann, Cederbaum, & Martinez, 2014). Evette interpreted her experience. Evette said,

Well, in my opinion, when they get here most of the time all they are looking for the nurturing. You know what I mean. They're actually, cause, even though they have a parent, their father might be more prevalent in their lives; instead of the mother. You know what I mean. Some people, some mothers just don't have that mothering, that nurturing. You know, that that, they just don't have it. And they searching for it and attention is what they need, or they screaming for. That's the ultimate thing!

Nurturing enables offenders to establish trust and acknowledge the services being provided. Unlike the emotions or beliefs expressed by youth, juvenile professionals are not assigned to caseloads to punish but assist with the rehabilitation of behavior. For example, Deatte said in her interview that her clients will say:

You don't understand! You don't know where I've been. You don't know my story! You don't know my life! You just want to tell me what to do. You just want me to do what my parents want me to do. You're on my parent side and not really here for me.

Graham et al. (2017) stated environments can prevent risk and protect the on-going criminal behavior of recidivism. Beno said, "his therapy has two parts; informative and nourishing". Beno expressed that nurturing his clients is an easy task due to the severity of the criminal offense. Beno also said,

The informative aspect informs how the behaviors effects their livelihood, and the nourishing aspect demonstrates strong support by having no influences, bias, and/or pre-determined notions or perceived opinions.

Prevention programs address social decision-making techniques for the offender inside and outside corrections (Barbot et al., 2012; Gona et al., 2014). According to nine of the participants, preventions programs are satisfactory inside and outside of juvenile corrections. Felicia expressed more of a mentor approach when she provides therapy. Felicia said,

I'm not just telling them what to do. I am helping them figure out, hey, where these behaviors or thoughts are really stemming from.

Jacqueline, a School Social Worker expressed her experience during her therapy as critical. Jacqueline said,

It is critical for me as a social worker to learn the client's worldview in order to enhance cooperation in the counseling process, this would allow space for the client to take the session where he or she wants it to go and at the pace, he or she feels comfortable with me in the session.

Nurturing juveniles back to emotional, mental, and behavioral health may cause criminal behavior to decrease.

Theme 3: Life-Skills/Life-Tools

There are external factors that contribute to the affairs of an adolescent recidivating (van der Put et al., 2014; Vogel et al., 2014). According to nine participants, my findings revealed that theme 3 was an emerging theme related to research question 2:

What do juvenile delinquent case workers identify as affecting the recidivism pattern of the first-time, female status offender? Offenders are influenced by various factors connected to their day-to-day itinerary such as the one's self, the public, school, family, church, and friends which are behavioral outcomes dependent on the interactions within the connected systems (Bronfenbrenner, 1977; Farineau, 2016; Kenny et al., 2014).

Gerdine, Intensive In-Home juvenile professional speaks of her experience when her client's behavior outbreaks are not improving.

Pros and cons! I also let them know that I'm here because your next step is a group home or a level 5 home. That's behavior! If they were not responding took them on a tour of the jail and took them to a group home, so they can see how they live. Where they don't get any freedom!

Gerdine expressed the alternative route if her clients continued to misbehave. Researchers discovered that motivating factors which influenced female juvenile delinquents to participant in criminal activities were caused by traumatic experiences (Benner et al., 2010; Bowles, DeHart, & Webb, 2012; Donisch, Bray, & Gewirtz; 2016; Espinosa et al., 2013; National Institute of Justice, 2014). Theme 3 coincided with the literature review mentioned in Chapter 2. Offenders are influenced by negative factors that may continue to burden them if the applicable measures in therapy are not effective. Iris said that support systems are essential to the rehabilitation therapy. Jacqueline said a personal approach is a prevention effort. Jacqueline also said,

The success we have seen has relied heavily on personal contact involving students and families in ways that go beyond letters and phone call even going as

far as home visits and engagement in community activities. This personal approach needs to extend to provide learning opportunities tailored to individual learning styles and needs.

Juvenile delinquents cannot obtain successful rehabilitation treatment inside correctional institutions if they have cognitive and emotional deficits that are not addressed during their intervention sessions (Kenny, Blacker, & Allerton, 2014; Pihet, Combremont, Suter, & Stephan, 2012). Iris said,

Support systems are important when working with juveniles. Incorporating them throughout the therapy process to ensure the juvenile has support to decrease reoffending behaviors. Connecting them with positive influences in the community helps them when returning to their community and home.

There are various programs such as GED/higher education, employment opportunities, cognitive behavioral treatment, scenario skill-training, group therapy, gender-specific, and work-release (Anderson et al., 2016; Connell, Steeger, Schroeder, Franks, & Tebes, 2016; Clem et al., 2015; Gona, Mugari, & Zondayi, 2014; Umamaheswar, 2012; Vugt et al., 2016). Evette said they use a program called Model of Care. This model incorporates a variety of practices, such as therapeutic activities (treatment strategies to exercise the influential triggers), curriculum skills (educational based), and life lessons (implementing self-care, housekeeping, stages of human development, and mannerism). Then, she added one-on-one counseling, group activity, public activity, and maybe an outing to the library. Evette's organization assured that

their clients were well-rounded with therapy services to prevent on-going criminal behavior.

Juvenile offenders need to take responsibility and help plan their futuristic goals as a law-abiding citizen to avoid recidivating; such as balancing their expectations and fears of not returning to a correction facility (Barbot et al., 2012; Clinkinbeard and Zohra, 2012; Gona et al., 2014; McDaniel, 2015). There was a total of nine participants that agreed an integrated assortment of theme 3 was applicable to rehabilitating the cognitive and emotional deficits of the offender. My findings revealed juvenile professionals' involvement from other organizations and agencies is necessary. Implementing specialization in education, career services, community service, and recreational programs is important and necessary.

Theme 4: Parenting Skills

Parents are responsible for the upbringing and development of their children. Negative factors such as truancy, underage drinking, breaking curfews, sexual activity, and incorrigible behavior are all recognized as behaviors due to traumatic experiences (Benner et al., 2010; Bowles et al., 2012; Hess, Arner, Sykes, & Price, 2012; NIJ, 2014; Thompson & Morris, 2013). According to nine participants, my findings revealed that theme 4 was related to research question 2: What do juvenile delinquent case workers identify as affecting the recidivism pattern of the first-time, female status offender? For example, Kendall encountered many clients with childhood trauma. She stated the term trauma referred to "childhood traumas such as child sexual abuse, witnessing domestic violence episodes, lack of education, and lack of stability/consistency in childhood."

Larry has 18 years of experience as a juvenile professional and his responses were candid. He said, “there are 4 common elements that you’ll find in these kids: low income, low education, substance abuse, and lack of parents.” According to the literature review, my findings were matched.

Weng, Ran, and Chui (2016) explored the parent-child relationship being a positive reinforcement to deter adolescents from involving themselves in delinquent behavior; however, it could be challenging for adolescents if the relationship with their parent(s) is not supported. Parents are blamed for various things that take place in the home according to the sub-themes emerged from the raw data collected. Parents, for example, that used drugs and alcohol influenced adolescent negative behaviors. Negligence and lack of basic needs such as food and clothing may have a negative effect on juveniles as well. Not only poverty but parents who work all the time and are never home or lack involvement with their children may succumb to poor juvenile behaviors too. Iris said,

Sometimes traumatic events such as domestic violence, sexual abuse, physical abuse, or other traumatic factors may play a role in the underlying cause of the behaviors. Sometimes, environmental situations and their upbringing has impacted their behaviors.”

The household setting can be viewed as an environment in which the interactions of the household members impact the development of an adolescent’s character and maturity (Dennis, 2012; Guthrie, Cooper, Brown, & Metzger, 2012; Rapheal & Paul, 2015). The application of positive parenting skills such as incorporating family

connections like eating together, communicating about one's day or participating in family time were parenting strategies suggested by participants of my study. According to my findings, adolescents blamed behaving unruly on the household events that transpired.

Additional Emerging Theme

Theme 5: Anger

Offenders experience interpersonal trauma (Kress et al., 2018) that may cause a bitterness towards society and juvenile professionals who are assigned their caseload. Theme 5 was a theme emerged from some participants which I thought necessary to mention. According to 7 participants, my findings revealed that theme 5 related to research question 1: How do juvenile delinquent case workers perceive their impact on first-time, female status offenders? Gerdine explained that her clients expressed and demonstrated anger issues during several sessions, prior to realizing and accepting the benefits the therapy provided. Gerdine also said her clients realized that she was not intimidated by their disorderly behavior. Gerdine said,

It's about the 4th one I start breaking in. It's about the 4th or 5th session, they be like, girl you here again? Bam, I come running, yes honey!

Thus, Gerdine acknowledged juveniles began to trust her which permitted the sessions to become positive. First-time, female status offenders go through a transformation once they begin to see their rehabilitation treatment therapy as a necessity to transition back into mainstream society as a law-abiding citizen. Beno said his clients are "standoffish, gang-involved, and observant which demonstrates a component of

angry.” Rehabilitation treatment addressed influences on the offender’s behavior (Doherty, Forrester, Brazil, & Matheson, 2014; Manchak & Cullen, 2014; Ortega-Campos, Garcia-Garcia, Gil-Fenoy, & Zaldivar-Basurto, 2016). According to the 7 participants, anger eventually converts to trust. Chauncey said,

Some might start out a little bumpy for them with attitudes. Um, you know. The swing of things or understanding of what’s being said. And um, and then, you know eventually they come out of the shell, open up a little more, and you know; discuss their, you know, what’s being going on.

The literature review in Chapter 2 did not mention juvenile offenders being angry. Theme 5 was a surprise. A small percentage of participants thought it applicable to mention in their interview. According to Deatte, clients are trying to determine whether they can trust your motives to rehabilitate them back to good behavior. Henry, a police officer who works with incorrigible youth, expressed his experience with anger offenders and their parent(s). Henry said he does not allow the offender or the parent(s) to be disrespectful to one another as they explain the incident. He instructs them to speak separately, then he gathers them together afterward to have a conversation. Henry’s role is to diffuse the household incident when he is called to a home. Anger based on the participant's worldview and interpretation is temporary. Usually, however, nurturing enables offenders to reconcile with their interpersonal trauma and trust the therapy.

My interviews revealed that juvenile professionals vary inside the juvenile justice system. Professionals with various titles all provide therapy to first-time, female status offenders. Furthermore, juvenile professionals have a wide range of therapy options to

offer depending on their client's intake assessment. The session timeframe depends on the transformation of the offender's behavior. Finally, my participants did not mention the use of gender-specific treatment therapy which was prominent in the literature review mentioned in chapter 2.

Limitations of the Study

The following were limitations of this study:

1. My sample included only 12 juvenile professional participants.
2. Recruitment was limited to a small number of agencies.

Recommendations for Future Research

Researchers have predicted that female delinquency recidivism rates will continue to increase (Benner et al., 2010; Joo & Jo, 2015; Ryan, Williams, & Courtney, 2013).

Based on the findings, 2 recommendations for further research to minimize recidivism of first-time, female status offenders are offered:

1. Research the model(s) and effectiveness of parenting skills programs delivered to parents of first-time female status offenders. Parenting skills should be unique and customized according to the juvenile offender and the family problems expressed during intake assessments. Parenting skills would include but not be limited to trust, nurture, consoling, praise, and support. According to the nine participants, their clients lack these components with their parent(s).
2. Research longitudinal case study on adolescents who did not recidivate after being released from the juvenile justice system. A longitudinal case study will

give insight to the pre and post-treatment offered to the juvenile which deterred them from recidivating.

Implications for Social Change and Practice

Based on the social ecological model and the findings of my research, positive social change for first-time, female status offenders can be influenced through the levels of the individual, family, and society. The individual may exhibit positive social change by the implementation of practices involving life-skills/life-tools and parenting skills

Life-skills/life-tools practice involve the inclusion of coping skills such as education, career services, community service, and recreational programs. These programs may help develop the offender's self-worth as well as to help sustain their behavior once released back into mainstream society. Likewise, Bronfenbrenner's social ecological model demonstrated that behavioral outcomes are dependent upon the interactions within the connected systems such as the individual, the public, school, family, church, and friends (Bronfenbrenner, 1977; Farineau, 2016; Kenny et al., 2014, Weng et al., 2016). So, juvenile professionals from various organizations and agencies integrating their therapy sessions may impact criminal behavior. Thus, the integration of services may possibly affect all levels: individual, family, and society. The integration practice of life-skills/life-tools will create an environment to assist juveniles when they are influenced by negative factors.

Implementing parenting skills practice therapy sessions for parents and the offenders may influence the juvenile not to easily engage in criminal behavior. Parenting skills practice therapy sessions may involve coping skills and family engagement such as

communicating with anti-social behavior, solving internal household affairs, and role-modeling or training on how to handle behavior outbursts. Furthermore, the practice therapy sessions for parenting skills may encourage the juvenile to become a law-abiding citizen within mainstream society. Additionally, my findings may contribute to the literature that parenting skills are essential and can be utilized as a viable practice for juvenile professionals to use. Implementing positive social change practices such as parenting skills may continue to decrease recidivism. As juvenile professionals begin to collaborate on initiatives, policy and procedures can be developed. These initiatives, policies, and procedures may help first-time, female status offenders from recidivating.

Conclusions

The purpose of my study was to explore juvenile professionals' impact on first-time female status offenders. There were five themes that emerged from the study: trust, nurture, life-skills/life-tools, and parenting skills. One additional theme, anger, emerged. The themes reflect the juvenile professionals' worldview and interpretation of their first-hand experience of their clients. Juvenile professionals' treatment techniques may reduce recidivism amongst the forensic population of first-time, female status offenders' prevention towards criminal behavior.

Implications for social change included implementation of life-skills/life-tools and parenting skills. The implications for social change reflected the conceptual framework of Urie Bronfenbrenner's social ecological model which focused on individual, family, and society. Recommendations to minimize recidivism entailed further research of parenting skills models and the effectiveness of the programs

delivered to the parents of first-time female status offenders. Moreover, research on a longitudinal case study on adolescents who did not recidivate after being released from the juvenile justice system would be beneficial. My goal for my research is to provide literature for both the scholar-practitioners and juvenile professionals regarding juvenile professionals' impact on first-time, female status offenders.

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Appendix A: Recruiting Flyer

You're invited



Research Participants needed Juvenile Delinquent Case Workers

Purpose: The intent is to gain insight on the perceived impact a case worker professional has on first-time, status offenders.

Eligibility: Participants must have met the following criteria to be selected:

- ✚ specialize in female offenders
- ✚ worked three years or longer inside the women forensic population
- ✚ specific crime of focus is status offenses
- ✚ worked with first-time female offenders

Benefits: The research participation will allow scholar practitioners and case worker professionals to gain insight into their clients and juvenile corrections.

Thank-You Gift: Visa gift card valued at \$25.00 for participants who come to the interview

Walden Institution Review Board approval number:10-18-18-0388676

Appendix B: List of Resources

- **911**

- **Columbia Area Mental Health Center**
2715 Colonial Drive
Suite 100
Columbia, SC 29203
(803) 898-4800

- **Post Trauma Resources, LLC**
1709 Laurel Street
Columbia, SC 29201
(803) 765-0700
(800) 459-6780

- **Department of Mental Health**
402 Aiken Hunt Cir
Columbia, SC 29223
(803) 935-7867

- **Lifeline**
3418 Village Drive
Fayetteville, NC 28304
(910) 609-6112

- **Mental Health**
711 Executive Place
Fayetteville, N.C. 28301
1-800-510-9132

Appendix C: Interview Protocol

1. How would you describe your professional impact on a first-time, female status offender?

Additional probes below if the interviewee has not elaborated fully:

2. Describe the responsiveness of your clients when they attended their first rehabilitation therapy treatment?
3. What is the turning point in the therapy relationship at which you can detect a change in the client's attitude, positive or negative, towards the treatment experience?
4. What are the signals to show you had an impact on your young client's thinking or behavior?
5. The ecological human development was designed to demonstrate the relationship of an individual in five layers of society. The ecological human development model surrounds a traumatic juvenile offender. For instance, the community that the offender resides; the household upbringing; and/or, the places that the offender attended routinely (such as school, church, doctor appts, and recreational events). Explain what encounters may have influenced the female juvenile delinquent to criminal behavior.
6. How do these clients articulate how they view (positive or negative) of you and/or the therapy?
7. Explain the urgency of a case worker being scheduled to speak with first-time offenders during intake?

8. What guidelines are followed by juvenile delinquency case workers to assure that the therapy sessions are well developed for the first-time offenders?
9. How are the sessions designed, and what is the timeframe?
10. What treatment strategies do you recommend for working with offenders with status offense charges?
11. What types of evaluation (emotional, psychological, and physical) are provided for each offender and why?
12. How does the intervention session incorporate the immediate family, friends, and neighborhood negative factors that influenced criminal behavior?

Appendix D: Data Alignment Table of Research Questions and Interview Questions

Research Question	Related Interview Question
<p>1. How do juvenile case workers perceive their impact on first-time, female status offenders?</p>	<p>a) How would you describe your professional impact on a first-time, female status offender?</p> <p>b) Explain the urgency of the case worker scheduling to speak with first-time offenders during intake?</p> <p>c) Describe the responsiveness of your clients when they attended their first rehabilitation therapy treatment?</p> <p>d) What are the signals that you have had an impact on your young client's thinking or behavior?</p> <p>e) What is the turning point in a therapy relationship at which you can detect a change in your client's attitude, positive or negative, towards the treatment experience?</p> <p>f) How do these clients articulate how they view (positive or negative) of you and/or the therapy?</p>
<p>2. What do juvenile case workers identify as affecting the recidivism pattern of the first-time, female status offender?</p>	<p>g) How does the intervention session incorporate the immediate family, friends, and neighborhood negative factors that influenced criminal behavior?</p> <p>h) The ecological human development was designed to demonstrate the relationship of an individual in five layers of society. The ecological human development model surrounds a traumatic juvenile offender. For instance, the community that the offender resides; the household upbringing; and/or, the places that the offender attended routinely (such as school, church, doctor appts, and recreational events). Explain what encounters may have influenced the female juvenile delinquent to criminal behavior.</p>
<p>3. How do juvenile case workers who work with first-time, female status offenders describe their treatment techniques?</p>	<p>i) What guidelines are followed by juvenile delinquency case workers to assure that the therapy sessions are well developed for the first-time offenders?</p> <p>j) How are the sessions designed, and what is the timeframe?</p> <p>k) What treatment strategies do you recommend for working with offenders with status offense charges?</p> <p>l) What types of evaluation (emotional, psychological, and physical) are provided for each offender and why?</p>