Examining the Influence of Parental Behavior on Adolescent Problem Behavior

by

Felicia Denise Pressley

A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
December 14, 2013

Key words: Recidivism, Adolescent Behavior, Parenting Styles and Visitation

Approved by

Chippewa M. Thomas, Chair, Associate Professor of Special Education, Rehabilitation, and Counseling
Margaret Shippen, Associate Professor of Special Education, Rehabilitation, and Counseling
Rebecca Curtis, Associate Professor of Special Education, Rehabilitation, and Counseling

Abstract

The purpose of this study was to investigate the extent to which parents' behaviors influence lead to an adolescent's involvement in the juvenile justice system. Previous research suggests, adolescents involved in the juvenile justice system seem to lack conformity to rules and regulations and avoid responsibility of their actions. This research examined the aspect of parental influence as a variable for continual problem behavior of their child's propensity to recidivate. The research variables of parental influence in this study included: frequency of parental/family visitation, the age of youth, and family characteristic (rigid parenting, smothering parenting, and discipline lacking parenting) as it relates to adolescent involvement in the juvenile justice system. Previous research included parental and family influences on adolescent moral and identity development. However, this study expanded the current research in this area for further development of family programs. Also, this study discusses the impact of the aforementioned variables and recommendations for further research on family factors of adolescents involved in the juvenile justice system. Previous research discussed adolescent moral, behavioral, and male identity development as a pre-curser to adult incarceration.

Archival data used in the study was provided by the Texas Department of Youth Services. The researcher analyzed the identified variables to ascertain significance, if any, between the research variables. The researcher determined implications for future family program development for adolescents involved in the juvenile justice system and their parents.

Acknowledgements

Thanks to the God who has brought me this far. I would like to thank my committee who has helped me to achieve this goal of Ph.D. I would be remiss if I did not publicly acknowledge my parents who have financially, emotionally and physically supported me through this process. I want to especially thank my Father Sylvester Pressley who paid my tuition these last years of my completion. Thanks to my mother Marilynn Pressley for allowing me to continue to grow as a person and untiring support. I would like to thank my Brother Sylvester Pressley, Jr. for your emotional and quiet support of my dream. You know I dream big and you should too My Sister in law, Rotasha Presley who gave me the two joys of my life my nieces; Symia Denise Pressley and Symaya Evette Pressley. Also thanks for providing a sounding board and acceptance. Thanks to my sister in law for raising my nieces and supporting my dream, love you Rotasha. To my extended family, Cousins too numerous to name but to my special support team Steven, Michael, Mykel, Curtis, Porsche, and Sandranetta. To my cousin who I really miss and who is no longer here Cassandra Rogers thanks baby for all the support, laughter, space for peace and rest. I miss you. To my family cheerleader my aunts and uncles, Thank You. To my village Dr. Joan Williams, Dr. Tomeka McGhee, Dr. Maranda Brown and Dr. M. Carolyn Thomas I am because of these beautiful souls which God allowed in my life to keep me grounded, supported, and protected both mentally and spiritually. To my Pastor who continually encouraged me that the processes is a marathon and not a sprint Thank you, Dr. Calvin McTier. To my friends and family who listed to my disappointment and struggle; Delisha, Wendy, Sonya, Angela, Angel, Zandra and Chenetra. I hope I have not missed anyone but to my constant friend Drew thank you for my being a listening board. To my prayer warriors we did it. Love you guys.

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CHAPTER I. INTRODUCTION

The juvenile justice system's population has an increased need for mental health services

and evidence-based programs for juvenile offenders (Greenwood & Turner, 2010).

Subsequently, this need is due to juveniles' escalation of criminal activity and movement into the

adult justice correctional facilities (Sickmund, 2010). According to research, many adults

incarcerated were confined to the juvenile justice services (Sickmund, 2010). Currently,

adolescents with educational deficiencies and behavioral problems throughout the United States

are serving time in correctional facilities and residential treatment facilities (Risler, & O'Rourke,

2009). Also, the adolescent population is increasing in the juvenile justice system; so has

research on the influences of behavioral and emotional issues that are important in evaluating the

juvenile justice population. Generally, the focus of this study was on the family and the parental

guidance of adolescents during pivotal stages of emotional and behavioral development.

Previous research discussed the influences of behavioral and emotional issues of parents

and how these issues influence their children. Research suggested that problem behavior in

adolescents has been identified in the early stages of their childhood. Furthermore, children

developing behavior problems in school and their neighborhoods seem to grow into adolescence

with problem behaviors. These problem behaviors identified include: lack of respect, impulse

control, poor self-esteem, masculinity development, and lack of social ties to community (Van

Der Geest & Bijleveld, 2008). Finally, these children that are continually experiencing emotional

and behavioral problems seem to have a range of identified negative parental behaviors (i.e.,

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domestic violence, substance abuse, and/or involvement with the justice system) (Dembo et al., 2007).

In 2003, the state of Alabama ranked the second highest in the nation of percentage of youth in custody for non-violence offenses (Peaton, 2010). Offenses of youth involved in the juvenile justice system include; truancy, theft of property, harassment, domestic violence, burglary, and assault charges. Adolescents without appropriate skills seem to continue exhibiting problem behaviors. Adolescent problem behavior encompasses many factors: disrespect to authority, lack of impulse control, poor decision making skills, poor anger management, and irresponsibility (Minor, Wells & Angel, 2008). This study examined the variables which contribute to continual problem behavior in adolescents. Examination of which variables contribute to some of adolescent problems, including recidivism, may be the result of physical child abuse, runaway, emotional child abuse and neglect, in addition to increased school drop outs (Minor, Wells & Angel, 2008). Specifically, this study examined parental characteristics and adolescents continually involve with the juvenile justice system.

<div align="center">**Purpose of the Study**</div>

The purpose of this study was to understand if parenting styles or family characteristics have a relationship to adolescent maladaptive behavior which can lead to incarnation and recidivism. The indicators and variables that were examined in this study are parenting, family characteristics and parental behaviors. These variables examined for correlation and significant relevance to the growing issues of adolescent maladaptive behavior which can continue into adulthood. The researcher used a multiple regression method of analysis to detect if the identified variables are correlated.

There seems to be an epidemic of more adults being housed in jail than those who are gainfully employed and on college campuses; this seems to be evident in the headlines seen today (Sickmund, 2010). This issue of the growing population of incarcerated persons further hinders the economy by not adding productive citizens for promoting the economic growth of the nation. Therefore, this study explains the possible predictors of adult incarnation from the hypothesis of adolescent problem behaviors leading to incarcerations with continual behavioral issues continuing until adulthood. The variables used in this study to identify predictors include family characteristics of parenting (rigid, smoothing and discipline lacking). These variables have been assigned and collected by the Texas Youth Commission.

Some contributing factors leading to juveniles becoming involved in the justice system are school dropout (disengaging in the scholastic activity) while engaging in the criminal and other maladaptive activities (Risler & O'Rourke, 2009). Since, parents are required by law to send adolescents to school and can be unaware of the progressing situation of adolescents' continual truancy. Therefore, parents are being held responsible for forcing adolescents to attend school or go to jail in some communities as a severe consequence.

This study examined the issues and possible factors affecting adolescent male problem behavior. Due to the national average of more males being in the penal system than females this study will only include the male population from the Texas Youth Commission. The researcher utilized the primary caregiver in this study to examine parenting variables. Thus, examining the variables of parents with adolescents involved in the juvenile justice system and suggesting possible solutions to the behavior and emotional issues. A suggested beginning point is evaluating parenting skills and training as part of the issues of adolescent emotional and behavior problems. The following research questions are addressed in this dissertation study.

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Research Questions

The following are the research questions which were examined in this study:

1.   Is there a relationship between frequency of visitation and the recidivism of adolescents involved in the Texas juvenile justice system?

2.   Is there a relationship between age of youth during treatment and recidivism of adolescents involved in the Texas juvenile justice system?

3.   Is there a relationship between family characteristics of rigid parenting and recidivism of adolescents involved in the Texas juvenile justice system?

4.   Is there a relationship between family characteristic of smothering and recidivism of adolescents involved in the Texas juvenile justice system?

5.   Is there a relationship between family characteristic of lacking of discipline and recidivism of adolescents involved in the Texas juvenile justice system?

Significance of the Study

This study is important for identifying the parenting attitudes and characteristics needed to benefit the emotional, social, moral and behavioral development of youth. The scope of the study included exploring parental characteristics; rigid, smothering and lack of discipline, which are more than likely to influence and perpetuate the behavioral, social, moral and emotional issues during adolescence. Last, the study will focus on juveniles who have been committed to the juvenile justice system either a short-term or a long-term facility in the state of Texas.

Operational Definitions

Absenteeism: not attending school for some time period regardless of the reason (Teasley, 2004).

Adolescents: young adults between the ages of 12 to 19 years old (Boyd & Bee, 2009).

Delinquency: adolescents committing assault, truancy, shoplifting, criminal trespassing and drug/alcohol use (Quinn & Van Dyke, 2004).

Family/Family Structure: people living in a traditional nuclear situation (mother, father and child/children), single parents living with children, cohabitating unmarried parents living with children, children living with foster parents including relatives. Family includes also extended family: grandparents, aunts, uncles, cousins and close friends (extended family members) living in close proximity (Boyd & Bee, 2009).

Family Influence: in this study identified as the quality of family relationships, level and amount of family interactions.

Lacking Discipline: failure to guide children to develop into responsible adults (Milevsky, Schlechter, Netter, & Keehn, 2007).

Parenting: behavioral, goal oriented actions of parents (Hutchinson, Baldwin & Caldwell, 2007).

Parenting Style: the general manner or way of parenting and practice as a behavioral action and communications (Hutchinson, Baldwin & Caldwell, 2007). The parenting styles identified is variables in this study include the following; rigid, smothering, discipline lacking.

Problem Behavior: stealing, bribery, assault (fighting with peers), domestic violence (family or relationship), verbal and nonverbal harassment, possession of stolen property, attempt to sell stolen property, possession of illegal substance, attempted distribution of illegal substances, driving under the influence, sexual assault (peer or minor), stalking, possession of a weapon and use of a weapon in the act of another crime.

Prosocial Behavior: the opposite of antisocial behavior, caring about the welfare of others and the ability to feel empathy and sympathy to others (Hart & Carlo, 2005; Ma, 2003).

Recidivism: the percentage of former prisoners who are rearrested and reoffend after a period of time of release (Van Der Geest & Bijleveld, 2008).

Recidivist: an adolescent who committed a crime and the occurrence of the second offence is less than three years after the first commitment date (Katsiyannis, Zhang, Barrett & Flaska, 2004).

Rigid Parenting: parents who adhere strictly to rules and the environment; usually less affectionate (Black, Hutcheson, Dubowitz & Berenson-Howard, 1994).

Smothering: To cover closely or to suppress (Palmer & Hollin, 1997).

Troubled Youth: children with behavior problems including involvement with the law (Kurtines et al., 2008).

Truancy: unexcused and unlawful absence from school without the consent and knowledge of the guardian (Teasley, 2004).

Summary

Overall, this study examined specific parenting variables such as rigid, smothering and lack of discipline parenting, family visitation as possible variables effecting adolescent recidivism and behavioral issues. This study attempted to identify parenting and other issues which affect adolescents' lives, either negatively or positively toward the juvenile justice system. Therefore, this study addressed parenting which could be necessary for parents of adolescents who continually exhibit problem behaviors. However, this study purpose was to further the research in the area of adolescent development of problem behavior. This research has examined influential factors of parental behavior. This research examined influential factors of parental

behavior, attitudes and including family influences on adolescent problem behavior leading to

involvement with juvenile justice system.

CHAPTER II. LITERATURE REVIEW

Introduction

This review of the literature and research begins with adolescent development. Also, this review of research examines certain aspects of whether parenting has a relationship to maladaptive/problem behaviors in troubled adolescents especially recidivism. Furthermore, it includes the discussion of the gender as it relates to delinquent and maladaptive behavior. The maladaptive behaviors discussed in this research review include delinquency, truancy, violence, gang involvement, negative response to authority, and negative response to school climate (Frey, Ruchkin, Martin & Schwab-Stone, 2009). Smetana, Metzger, Gattman, and Campione-Barr (2006) reported that during adolescence many still need parental monitoring because they are spending less time with family and more time with peers. It is also noted; adolescents who share information with parents have lower incidents in juvenile delinquency and high levels of trust with parents (Smetana et al., 2006). Additionally, this section will discuss Jean Piaget's identity development as well as Kohlberg's moral development as it relates to adolescent social and emotional development. The overview of moral development will discuss the lack of self regulation as it relates to decision making for prosocial activities. Adolescents who find themselves involved in the juvenile justice system due to decisions made from the lack of adequate moral development. Continually, this review of literature will explore the influences of male identity development as well as media influences on adolescent problem behavior. This literature review will discuss the theoretical orientation of Cognitive Behavioral therapy as it

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relates to changing behavior. Lastly, this section will discuss adolescent development as it relates to the issues which occur specifically identified during this time of human development.

Adolescent Development

Physical changes in the body signify the initial stage of puberty as well as the onset of adolescence (Boyd & Bee, 2009; Woolfolk & Perry, 2012). Eric Erickson (1986) explained when youth attempt to try on different identities this process will actually help to facilitate the establishment of their permanent identity (Woolfolk & Perry, 2012). Therefore, adolescents should be allowed to explore the different aspects of their personality as they grow and develop into mature adults. Erikson's psychosocial stages of development explain that the ages of 12–18 are signified by identity versus role confusion (Woolfolk & Perry, 2012). Moreover, adolescent identity development is essential to the basis of a youth's identity once they reach adulthood. Consequently, when adolescents fail to develop their identity along with failing to integrate ideas of values, work, and commitments, then role confusion is probable (Woolfolk & Perry, 2012). Furthermore, Erickson discussed that the results of role confusion in an adolescent will be experienced by an inability to continue responsibilities as adults.

Research suggests that adult moral development begins during adolescence (Hart & Carlo, 2005). Kohlberg's moral judgment development appears to have a parallel relationship between age and stage (Dawson, 2002). Further research discusses engagement in civic commitments, and community involvement facilitates the development of moral obligation to the community and families. Adolescent moral development also is facilitated by good relationship with parents and family (Hart & Carlo, 2005). For this reason, when adolescents spend more time with their influential peers they tend participate in delinquent activities. These situations

can occur when adolescents are not connected to their community and their moral character is underdeveloped (Hart & Carlo, 2005).

Adolescent development is also signified by a change in the relationship with parents; occasionally includes family conflict (Ohannessian, Lerner, Lerner, & von Eye, 2000). Moreover, adolescents begin to question the rules of their parents, norms and levels of control, and the expectations of behavior are usually violated often during this time (Ehrensaft, Cohen, Chen, & Berenson, 2007). This change in adolescence is usually an indication of an individual's development of multiple perspectives in social relationships. These multiple perspectives can expand into prosocial behavior or antisocial behavior (poor moral judgment during adolescence) (Ma, 2003). "Researchers have shown relatively consistent associations between responsiveness and socially competent and prosocial behaviors in adolescence" (Carlo, McGinley, Hayes, Batenhorst, and Wilkinson, 2007, p. 148). Moral judgment is focused on the cognitive viewpoint as compared to moral orientation. Moral orientation is focused on the aspects of moral development (Ma, 2003). Finally, moral development influences adolescent decision making as well as adolescent behavior.

Identity Development

Eric Erickson (1968) explained factors which have been linked with healthy identity development. These factors include security, trust, safety, as well as freedom to explore and master their environment (Burdett Schiavone, 2009; Erickson, 1968). Klimstra (2012) suggests that identity development is facilitated through family involvement as well as community environment. Community environment with high incidents of violence appears to be a risk factor to identity formation of adolescents (Burdett Schiavone, 2009). Previous research discussed high risks of negative effects for the adolescents living in a community with frequent

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violent incidents (Mrug & Windle, 2010; Burdett Schiavone, 2009). These risks to adolescents include post-traumatic stress disorder, depression, substance abuse, and aggression (Burdett Schiavone, 2009). Continually, the influence of these risks to adolescent identity development depends on the involvement of the parents to counterbalance these risks. Furthermore, frequent occurrences of community violence hinder adolescent healthy identity development by creating an environment of instability and feelings of being unsafe (Burdett Schiavone, 2009). Therefore, adolescents living in a high-risk violence area could be influenced to participate in the violent activities due to their moral judgment being normed on their community environment (Burdett Schiavone, 2009). Kilmstra (2012) suggests that childhood personalities are pre-cursers to adolescent identity and behavior. Continually, adolescent development is influenced through environmental factors which can contribute to the evolution of a shy or aggressive personality type (Klimstra, 2012).

Jean Piaget's formal operational stage explains that adolescence is representative of development of logical reasoning towards abstract concepts (Boyd & Bee, 2009). During the formal operational stage adolescents experience "adolescent egocentrism," which is a manifestation of hypothetic-deductive reasoning. Adolescent egocentrism thinking can be harmful when engaging in risky behaviors such as drugs, sexual activity, gang activity, and delinquency. Hypothetic-deductive reasoning assists the adolescent in their understanding of participating in risky behaviors without the belief of associated consequences (Boyd & Bee, 2009). The complete outline of Piaget's stages of identity development is in the Chart below.

Piaget Stages of Identity Development

Approximate Ages	Stages	Description

Birth to 18 months	Sensorimotor	Baby begins to understand the world around them. Baby learns to pretend play and use single words.
18 months to 6 years	Preoperational	By age 2 and above, the child can use symbols, ability to talk to others and use simple logic
6 to 12 years	Concrete operational	The child's logic in development of new internal operations but still tied to the world. Also con reason simple questions of "what if".
12 + years	Formal operational	The child begins to learn to manipulate ideas hypothetically as well as objects. Entering adulthood the adolescent organize mentally ideas and objects.

Adapted from Boyd & Bee (2009)

Systematic problem solving is significant to the formal operational stage of Piaget; in this stage the development of skills to solve and answer problems within complex tasks are formed (Boyd & Bee, 2009). However "neo-Piagetian theorist" expands on the Piaget's theory (Boyd & Bee, 2009). "It has been consistently found that adolescents who had made identity commitments without prior personal exploration reported higher levels of problem behavior" (Good, Grand, New-Clark, Adams, 2008, p. 223). Identity development is further influenced through cultural, social, and moral development and familial environments (Dryfoos & Barkin, 2006). The Information-Processing Theory expands on memory processing and capacity to move information from short-term memory to long-term memory (Boyd & Bee, 2009).   This theory has three components: sensory memory, short-term memory, and

long-term memory. This theory discusses how younger children solve problems in their short-term

memory which is more limited than older children and less effective (Boyd & Bee, 2009). However,

older children and adults are able to process and solve problems with complexity at the same time (Boyd

& Bee, 2009). Finally, as explained previously cognitive development is influential to decision making

and moral development.

Moral Development

Moral development is associated with adolescent antisocial behavior; consequently,

prosocial behavior can be differentiated within adolescence (Ma, 2003). Further research

suggests the moral reasoning and judgment is higher in prosocial adolescents than adolescents

with maladaptive/behavioral issues (Ma, 2003). Hart and Carlo (2005) suggested prosocial

behaviors are promoted during adolescences through good relationships with parents,

experiences with community service and civic engagements. For example, prosocial thinking

includes: "what is the right thing to do," versus antisocial behavior which includes any form of

delinquency. Therefore, delinquency in adolescence seems to prompt involvement to the

juvenile justice system. However, adolescents without the experiences and challenges of moral

dilemmas with the understanding of the consequences also seem to have experienced less

parental involvement (Hart & Carlo, 2005). Furthermore, research suggests that parental and

family involvement is essential to the positive influence of moral development (Hart & Carlo,

2005).

Lawrence Kohlberg's moral development was developed from the research and principles

of Jean Piaget's identity development (Crain, 1985; Dawson, 2002). According to Crain (1985)

Kohlberg's moral development id focused on the cognitive process rather than the actual moral

actions of a person. Continually, persons who are able to cognitively discuss appropriate moral

choices do not always exhibit moral behavior. Furthermore, persons can know the right moral decision to make and decide to respond in the opposite manner. Continually, Dawson (2002) found that there is a high relationship between Kohlberg's moral stages with the age range of childhood and adolescence. Listed below in the chart is the outline of the six stages of Kohlberg's moral development.

Kohlberg's Six Stages of Moral Development

Level	Stages	Description
Level I Preconventional	Stage 1: Punishment and Obedience Orientation	Egocentric view point and doesn't consider others interest. Doing right only to avoid punishment.
	Stage 2: Individualism, instrumental purpose, and exchange	Concrete individualistic view point and aware of others have a view point but this conflicts with their interests
Level II Conventional	Stage 3: Mutual interpersonal expectations, relationships, and interpersonal conformity	Individualistic perspective in relationship with others and aware of (feelings, agreements and expectations) and put others before self. (Golden Rule—Do unto others as you would want them to do unto you)
	Stage 4: Social system and Conscience (Law and Order)	Differentiates societal point of view from interpersonal perspective which defines roles and rules.
Level III Postconventional	Stage 5: Social contract or utility and individual rights	Perspective independent of rules; however aware of rules and rights while considering the moral point of view. (prior to social)
	Stage 6: Universal Ethical Principals	Moral point of view socially derived. Recognizing the nature of morality and perspective of a rational individual.

Adapted from Woolfolk & Perry (2012).

Family Influences

The importance of family influences on the behavioral and emotional development of adolescents has been examined in previous research. Dryfoos and Barkin (2006) explained the importance of a healthy living environment so that the adolescents will mature into responsible adults. The contributions of family to adolescent development are as important as parental influence, gender, and moral development. This importance is gauged through the cohesiveness of the family and extended family unit (Bruhn, 2009). Seginer, Shoyer, Hossessi and Tannous (2007) examined correlations between adolescents and the influence of family interaction with results explaining that adolescents are aligned to their family environment in certain societies. The researchers found that in Israel family does affect peer relationships (Seginer et al., 2007). Therefore we can then infer that family is influential to adolescent development either prosocial or antisocial behaviors. Additionally from a cultural perspective influences including gender of family members and volume of family interactions affect adolescent development (Seginer et al., 2007). For example, Israeli Arabs and Israeli Druze raise their adolescents from a male-dominated religious and cultural perspective, whereas females must have a subordinate role in all interactions with males including their brothers. In contrast, Israeli Jews have a more equality perspective of raising both males and females in the Jewish culture (Seginer et al., 2007). Israeli youth upon the age of adulthood all are mandated to join the armed forces (Israeli Army) including the Jewish youth (Seginer et al., 2007). Research found that family relationships within Israeli Arab and Israeli Jews tended to provide support to foster a greater independence of adolescents than the Israeli Jewish adolescents (Seginer et al., 2007).

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Adolescents seem to regulate family behavior through their interactions with parents, siblings, and their growing need for independence and autonomy (Fulkerson et al., 2010). "For example, positive parent-child communications is a reciprocal process through which children and parents learn about themselves and their worlds through repeated interactions and is linked with healthy adolescent development and family social functioning" (Fulkerson et al., 2010, p. 261). In Fulkerson et al. (2010), family dinner time was examined as a family influential factor impacting adolescent development. Specifically, Fulkerson et al. evaluated the impact of communication during early adolescence family dinner time and the level of continued communication during late adolescence.

Gender Differences

The importance of gender in adolescent development has been minimally researched. "On average, girls undergo puberty earlier and are socially more advanced than boys (Ounsted & Taylor, 1972), so if physical and social maturity drive changes in the parent-child relationship, one would expect to observe changes earlier in adolescence with girls than with boys" (McGue, Elkins, Walden, & Iacono, 2005, p. 972). According to the literature on the development of emotional issues and the risk of development for mental health issues during adolescence, boys are more likely than girls to have increased risks to issues (McGue, Elkins, Walden & Iacono, 2005; Worthen, 2012). Furthermore, research implies that the environmental influence is more of a factor for adjustment abilities in girls than in boys (McGue, Elkins, Walden & Iacono, 2005). During adolescence mothers seem to have more conflict with daughters, who cause stress and tension in the home (Sliverberg & Steinberg, 1987). According to Silverberg and Steinberg, fathers seem to exhibit more internal conflict when their sons experience a need for more autonomy. Overall, research suggests that males are more likely to engage in delinquent

behavior than females (Cohn & Modecki, 2007; Whitney, Renner, & Herrenkohl, 2010).

Furthermore, adolescent boys are more likely to engage in risky behaviors due to social

relationships and the need for social acceptance (Perry & Pauletti, 2011). Continually,

adolescent boys exhibit more direct aggression (physical and verbal), whereas, girls will display

aggression indirectly and can be symptomatic by internalizing emotional issues (Perry &

Pauletti, 2011). Adolescent girls' internal emotional issues can stem from "self-blaming, poor

body image, negative social comparison, hyper vigilance for potential stress and rumination (i.e.,

obsessing over the future consequences of hypothetical decisions)" (Perry & Pauletti, 2011, p.

63). For adolescent boys, "a combination of high testosterone and poor parent-youth

relationships quality is associated with risk taking" (Perry & Pauletti, 2011, p. 69).

According to past research on adult moral development, during adolescence moral

character is most influenced by external factors (Hart & Carlo, 2005; Mayhew & Engberg,

2010). Furthermore, moral reasoning is organized through perceptions and interactions

experienced by the individual (Mayhew & Engberg, 2010). Research revealed females have

more moral judgment values than males but with conflicting evidence. Ma (2003) discussed

extended research that suggests females being more moral than males as measured on the Moral

Development Test (MDT). Additionally Ma (2003) found that males scored higher on the

Adolescent Behaviour Questionnaire (ABQ) delinquent scale than females.

Male Identity Development

In the United States, males are disproportionately the higher number of individuals in the

juvenile justice system (Pleasants, 2007). During adolescence the adult identity is developed with

major consideration to our gender. Male identity for many adolescents is based on traditional

masculinity gender roles. Parents as well as the adolescent peers are rigid in the ideas of male

and female gender roles and are often mistreated for being feminine or a tomboy respectively. The public appearance and family ideas pressures adolescences to act and confirm to more masculine roles. Since male children do not often have the advantage of being raised with a stable male father figure, their development of masculinity is based on community, peer and media discussions and observations.

Furthermore, "Traditional masculinity teaches boys to be strong, stoic, competitive, aggressive, and authoritative" (Pleasants, 2007 p. 250). Therefore, the masculine ideas of competitiveness and aggressiveness could development into maladaptive behaviors of joining a gang and becoming physically violent (Phillips, 2006). Since, masculinity is ingrained during adolescents the ideal suggests that maladaptive anti-social behavior is acceptable to families. Moreover, male adolescents who feel obliged to act out their masculinity do so in unhealthy ways; skipping school, drink alcohol, use drugs, act out against authority, and are sexually active. Furthermore, Black males seem to have adopted a lack of concern or caring for others as a maker of full masculinity development (Wood & Hilo, 2013). This lack of concern and caring is to further the distance of showing emotion and compassion which is considered a female characteristic (Phillips, 2006; Wood & Hilo, 2013). Researchers Lazur & Majors identified the term "cool pose" for black males who associate masculinity with expressing anger and bitterness with distrust towards the dominate culture while creating social competence (Phillips, 2006).

Considering the ingrained ideals of masculinity adolescent males can feel these are the aforementioned behaviors are only ways to exhibit masculinity. These unhealthy behaviors of masculinity ways can lead to the involvement in juvenile justice system.

African American Male Identity Development

There are many factors within the African American community which influence masculinity development. African American males of lower income tend to gravitate more to peers than family during adolescence (Harris, 1995). Since low-income persons especially African Americans experience prejudice and racial discrimination men internalize masculinity. Whereas European American would not but African American males usually have to compensate for the feelings of powerlessness, guilt and shame from the racial discrimination (Harris, 1995). These feels result from the inability to respond and develop the traditional masculinity roles (Harris, 1995). "African American male youth of low-income social state have redefined masculinity to emphasis sexually promiscuity, toughness, thrill seeking and the use of violence in interpersonal interactions" (Harris, 1995 p.280). Therefore, African American youth are striving for acceptance from peers and if low-income the aforementioned maladaptive behaviors are often exhibited. During identity and masculinity development African American male adolescents find influences from peers and the community. Since statistics show that African American males make up three times the justice system population, masculinity and identity development is often influence by the absent male, peers and family.

<center>**Adolescent Maladaptive Behavior**</center>

The adolescent maladaptive behavior progression can begin as early as the first grade with absenteeism and can continue into adolescence (Lehr, Sinclair, & Christenson, 2004). The early development of delinquent behavior, as discussed in the research, increases the risk of continual involvement with the justice system in later years (Whitney, Renner, & Herrenkohl, 2010). Additionally, a 19-year study of at-risk children acknowledged that even before the first grade risk factors for truancy are present (Lehr, Sinclair, & Christenson, 2004). These risk

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factors include the quality of care giving, and early home environment which can predict the future of children dropping out of school (Lehr, Sinclair, & Christenson, 2004). In addition, variables identified some predictors for drop out or truancy which include behavior problems, low grade point averages, quality of care giving, parent involvement, peer competence, gender, and socioeconomic status (Frey, Ruchkin, Martin, & Schwab-Stone, 2009; Lehr, Sinclair, & Christenson, 2004; Teasley, 2004).

Adolescent truancy seems to be one of the first signs of antisocial and maladaptive behavior (Teasley, 2004). The most prevalent problem behaviors adolescents are engaged in while truant include: sexual promiscuity, alcohol, drug use, and delinquency activities (Teasley, 2004). Time away from school as well as home, increase the rates of delinquency and truancy (Gutman, McLoyd & Tokoyama, 2005; Teasley, 2004). Feindler & Engel (2007) explained that physical aggression, relational aggression, and lack of responsiveness interacting with authority figures can lead to the development antisocial behavioral patterns during the adolescence. Teasley (2004) research studies highlighted that youth living in single parent homes versus two parent homes are at a higher risk for skipping school, fighting, using alcohol or tobacco, and participating in sexual activities. Moreover, other risk factors for truancy involve socioeconomic indicators: low-income households, poorly funded schools, and experience acts of violence (maltreatment as compared to youth thriving in affluent resources).

Research suggests poverty is at the forefront of children experiencing difficulties with academics, socioemotional development, behavioral, and health problems (Gutman, McLoyd & Tokoyama, 2005). African American children for instance, are more likely to continue to live in poverty more often than European Americans (Gutman, McLoyd & Tokoyama, 2005; Teasley, 2004). The aforementioned concerns and issues of childhood poverty include; parental distress,

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spousal conflict, and parenting behaviors, evidenced by research outcomes can lead to increased

adolescent problem behavior (Gutman, McLoyd & Tokoyama, 2005).

Laird, Pettit, Dodge, and Bates (2003) suggested that level of parental monitoring is a

variable associated with adolescent anti-social behavior. Parental monitoring is identified as an

indication of knowing the whereabouts, activities and friends of the child. Whereas, high levels

of parental monitoring of adolescents is considered effective parenting. On the other hand, lower

levels of monitoring could indicate that children's relationships range in varied degrees of

antisocial and delinquency. Additionally, the link between antisocial/delinquent behaviors and

parental monitoring has decreased to a lower level over time (Laird, Pettit, Dodge, & Bates,

2003). A plethora of research identifying monitoring as a protective factor for problem behavior

in children has increased over the last few years. Laird et al. (2003) previous research indicated

that as adolescents matriculate through high school, parents decrease parental monitoring which

resulted in the increase of antisocial behavior. Young adolescents living in urban areas are at a

higher risk for violence, poor health status, sexually transmitted infections, and incarcerations all

while still attending school only periodically (Edinburgh & Saewyc, 2008). Therefore, a higher

level of parental monitoring is needed for youth living in urban areas where high risks and

exposure to the aforementioned issues are more prevalent.

Additionally, the issues of young adolescents who are living in urban areas involvement

in gang activity, illegal activity for survival (including stealing), sexual exploitation and drug

dealing (Edinburgh & Saewyc, 2008). Furthermore, youth exposed to community violence

demonstrate violence as well often more than others not exposed to consistent community

violence. Community violence also affects youth both internally and externally which can result

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in post-traumatic stress disorder, deviance, anger/aggression and dissociation (Edinburg &

Saewyc, 2008; Frey, Ruchkin, Martin, & Schwab-Stone, 2009).

International/Cultural Perspective

Mexican American adolescent acculturation and adjustment to the American culture can

be a difficult transition. During the acculturation into the American culture, Mexican American

adolescents have a high risk to delinquency (Pasch et al., 2006). Adolescent adjustment issues

also consist of anxiety, aggression depression, school misconduct, substance use, and high risk

sexual behaviors (Pasch et al., 2006). Furthermore, the higher incidents of parent-child conflict

the more likely the adolescent is to exhibit problem behaviors (Pasch et al., 2006).

Adolescents in the United Kingdom have similar issues to Americans whereas there is a

correlation between family relationships and problem behavior. "A student's behavior is likely

to be greatly influenced by the quality of love, the stability of the home environment and the

parental control received" (Riding, 2003, p. 47). The implication of consistency of rules for

adolescents seem to provide knowledge for the internalization of appropriate behaviors and

values (Riding, 2003). In contrast, parents whose discipline attitude is harsh, unfeeling, or lacks

control usually correlates with development of problem behavior in adolescents (Riding, 2003).

Furthermore, harsh discipline, including physical abuse during adolescence years, is related to

delinquency, homicide, drug/ alcohol abuse, poor social relationships and low self-esteem

(Riding, 2003).

Brazilian "street kids" are children and adolescents that, due to poverty, live on the streets

or spend a majority of their time on the streets to help their families by begging and performing

informal work (Bzuneck & Boruchovitch, 2003). Brazilian adolescents who are "street kids"

engage in gang and drug trafficking activity and usually have difficulty learning impulse control

(Bzuneck & Boruchovitch, 2003). However, runaway "street kids" are also associated with a need to flee and have freedom from living in child abuse, thereby also leaving school early (Bzuneck & Boruchovitch, 2003). Young adolescents of the street are categorized by youth under the age of 15; living on the street without parental supervision (Edinburg & Saewye, 2008; Frey, Ruchkin, Martin, & Schwab-Stone, 2009). Although some Brazilian adolescents engage in street activity such as peddling and begging, they are not thieves or actual criminals (Bzuneck & Boruchovitch, 2003).

Taiwan adolescents engaging in delinquent behavior are usually ages between 12 and 18 years old (Huang, 2003). The punishable offenses include, but are not limited to; staying out late with criminals, carrying weapons, truancy or running away from home (Huang, 2003). According to researchers in Taiwan, education should be the primary focus instead of punishment for juvenile delinquents (Huang, 2003). The juvenile court cases in Taiwan vary in number because the actual population of adolescents fluctuates yearly (Huang, 2003). The most tried type of cases in the juvenile court system in Taiwan in contrast to Brazilian adolescents is burglary and larceny (stealing) (Huang, 2003). The possible judgments in juvenile court include probation, counseling (a period of re-education), detention, and family/parent counseling and education which is continued year round (Huang, 2003). Comparatively, United States parenting verses Australian parenting is not as strict on children's academic and scholastic success. The differences are evident in the parenting styles between Americans and Australians. Therefore, in comparison to American children, Australian children appear to have higher rates of behavioral problems and lower rates on social competencies. Pasch et al. (2006) found that in the Mexican American culture parents equally have issues with adolescent problem behavior (e.g. substance use, school misconduct, anger, and anxiety). Pasch et al. (2006) further examined the effects of

the variable of acculturation on parent-adolescent conflict; however, the research did not find a high correlation.

Juvenile Justice

Historically, the creation of juvenile court in the United States occurred in the late 1800s (Shannon, 2004). Placement of juveniles either on probation or into a residential facility depended on the offense committed. Juveniles engaged in a number of offenses, including first-time offenders, are given probation and interventions depending on the severity of the offense (Quinn & Van Dyke, 2004). The offenses which result in the probations and interventions without incarceration are nonviolent offenses. Comparatively, first-time offenders' cases are processed differently than chronic offenders who either have dropped out of the intervention programs or reverted to previous behaviors, referred to as recidivism (Quinn & Van Dyke, 2004). Previous recidivism research discussed the possible issues within the family upon adolescent release as well as the lack of preparation for continued education or future employment (Risler & O'Rourke, 2009; Van Der Geest & Bijleveld, 2008).

The Office of Juvenile Justice Programs in 2008 estimated that 2.11 million arrests for persons under the age of 18 were made (Sickmund, 2010). This nationwide estimate has increased from the 1.7 million estimated cases in 2007. These statistics are consistent with the national number of delinquent youth arrested in 2002 including 2.2 million arrests (Dryfoos & Barkin, 2006). These arrests were made based on offenses ranging from fighting on the school campus or in the community area to assault with weapons (Sickmund, 2010). Therefore, it would be beneficial to develop an overall theoretical family perspective of the social breakdown and the increasing numbers of juveniles involved in maladaptive behaviors. According to

research, juveniles are more involved with assaults, harassment, and burglary/robbery than in previous years (Sickmund, 2010).

According to the Georgia Department of Juvenile Justice, there are approximately 52,000 youth served yearly due to recidivism or new offences (Risler & O'Rourke, 2009). Programs designed within the juvenile justice system to avert recidivism include education and General Equivalency Diploma (GED) classes, mental health counseling, family sessions, and rehabilitative and vocational training. However, participation and completion of the aforementioned services depends on the goals of the youth, also a predictive indicator of recidivism (Gavazzi, Russell & Khurana, 2009; Minor, Well & Angel, 2008; Risler & O'Rourke, 2009). Other predictors of delinquency include; aggression/assaults, substance abuse, impulsiveness, running away, and antisocial parents (Dryfoos & Barkin, 2006; Van Der Geest & Bijleveld, 2009). This increases the probation case load yearly in addition youth becoming an economic burden to the community instead of adding to the economic development of society. Developing programs to address the multiple variables of juvenile justice relating to initial and repetitive offenses previously identified as being societal issues (Minor, Wells, & Angel, 2008; Risler, & O'Rourke, 2009; Van Der Geest, & Bijleveld, 2009). Because, research suggests that juvenile delinquency risk factors are identifiable and include; family and parenting issues, personal issues, social issues and peers issues, then more intervention programs are needed. These programs are especially needed in the United States due to violence and the juvenile delinquency risk factors. Finally, the United States has higher teen violence incidents than any other Western country (Dryfoos & Barkin, 2006).

Recidivism

Research on preventing recidivism has been vast in recent years to assist with the problem of troubled youth continually involved in the justice system and graduating to the adult penal system. There are certain risk factors that are attributed to the recidivism of adolescents in the juvenile justice system. These risk factors include, but are not limited to, parental and familial antisocial behavior, absence of parent(s), low emotional warmth, peer group novelty-seeking, peer rejection, lack of structure and peer deviance (Balkin, Miller, Ricard, Garcia, & Lancaster, 2011; Mulder, Brand, Bullens, & Van Marle, 2010). Additionally, besides family and external risk factors, an adolescents' disability and diagnosis of a conduct disorder can be risk factors to recidivism (Balkin et al., 2011). The referral to services such as special education is important to the success in academics (Dalun, Hsien-Yuan, Katsiyannis, Barrett, & Song, 2011). According to Dalun et al. (2011), identification and placement of adequate services for adolescents with disabilities can reduce truancy and delinquency. Adolescents, who are truant and chronically out of school are at a greater risk for delinquency due to poor academic achievement, lack of structure and substance abuse (Dembo et al., 2007). Therefore, reviewing the aspect of adolescents with disabilities include the estimated high number of juveniles in custody previously referred for special education services (Dalun et al., 2011).

Juveniles who are currently in custody or on probation require addition services from agencies such as; mental health, child welfare, and social services. Therefore, a multiagency approach is needed for prevention of further involvement in the justice system (Cocozza et al., 2005). Mental health and social services are needed for adolescents who are identified as having a conduct disorder (Balkin et al., 2011). A relatively new program not widely used instead of incarcerations is called Family Group Conferencing (Baffour, 2006). This intervention to reduce

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the risk of recidivism includes mediation with the victim, serving on reparative boards for victims, and circle sentencing. This particular intervention also encourages family involvement with assisting the youth in taking responsibility for their actions with or without incarceration (Baffour, 2006). This process involves a formal apology, community service, restitution, possible mental health counseling, drug treatment programs, and or job training (Baffour, 2006). Programming is important for assisting families with reducing their continued involvement with the justice system.

Parenting Attitudes, Styles, and Behaviors

According to Spera (2005), the terms 'parenting style' and 'parenting practice' cannot be used interchangeably. Parenting practice is further defined by Spera (2005) as the behavior used to socialize children. Whereas the parenting style is defined by Spera (2005) as the environment and emotional atmosphere in which the children are living. Furthermore, parenting style and parenting practices are different by definition and through the experiences of the children. The parenting style might then dictate the parenting practice or vice versa. Therefore, we can infer that parenting practice is focused more on goals, values, and aspirations of the child (Spera, 2005). Coplan, Hastings, Lagace-Seguin and Moulton (2002) explained parenting styles in general terms as techniques that are used in childrearing.

The styles of parenting are divided into two dimensions: demandingness and responsiveness (Baumrind, 1978; Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007). Responsiveness is also referred to as parental warmth and support while demandingness is considered control and enforcing behavioral standards (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007). Baumrind's (1978) research of parenting identified three separate types of

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parenting. Baumrind (1978) defined and identified the styles of parenting as authoritative, authoritarian and permissive.

Authoritarian parenting style appears to operate with more control of the child without a warming and nurturing character. Authoritarian parents appear to assert power of respect, strict enforcement of rules, and order with obedience. The authoritarian parents can be seen as a smoothing type parenting and being in total control of their child life. With this control over the child we can infer that during adolescence maturity is limited. Baumrind (1971) completed extensive research on parenting styles and identifying three primary prototypes of if styles: permissive, authoritative, and authoritarian. The permissive parenting style is characterized as high in on warmth and nurturance while behaviorally having a lack of discipline. The authoritarian parent is low in warmth and nurturance and very high on behavioral control with rigid and strict rules and values. Authoritative parenting is the third style with both warmth/ nurturing characteristic along with implementing reasonable guidelines for behavior from their children. Therefore, the rigid parenting style is considered when a parent is very strict and completely enforces the rules without the present of nurturing the child.

The authoritative parents are the opposite of authoritarian parents. On the other hand, authoritative parenting is identified as guidance through warmth and affection to children while supporting their exploration of their world within limits and parental expectations (Baumrind 1978). The authoritative parenting style is seen as helpful to the child with direction of activities and support (Baumrind, 1978). While, the permissive parenting style is identified as a laisser-faire expectation of children and having lower demands for maturity development of the child. This type of parent also has a minimum level of responsiveness to the needs of their children and lacks discipline (Baumrind, 1978). Whereas, the authoritarian style of parenting is seen as having

maximum control for shaping the behavior of their child. Authoritarian parents do not provide warmth or responsiveness to children, but still have high expectations of maturity within the constraints of rules and order. Authoritative parenting style seems to be the most common style of parenting (Warash & Demasi, 2007). Whereas, the permissive parent acts reactively to the child's behavior and can be over-indulgent (Baumrind, 1978). Only two of the three parenting styles previously discussed have been researched as identifying significant influence on development of the child's social development (Russell, Hart, Robinson, & Olsen, 2003). Those two styles addressed were authoritative and authoritarian parenting styles. Furthermore, Russell et al. (2003) emphasized that the connection and importance of understanding the temperament and social behavioral development of the child is often influenced by culture and gender.

While research on parenting styles are not limited to Baumrind. Alfred Adler expanded the research on indentifying and categorizing parenting. Milevsky, Schlechter, Netter, and Keehn (2007) argued that the autocratic parenting style, suggested by Adlerian theory, may not be effective because this style gives more power to the parent and results in feelings of inferiority in the child. The Adlerian theory of autocratic style of parenting is similar to authoritarian parenting as described by Baumrind. Furthermore, the permissive parenting style is seen by Adlerian theory as harmful because it does not instill a sense of achievement into children. Autocratic and permissive parenting styles fail to guide children to develop into responsible adults (Milevsky, Schlechter, Netter, & Keehn, 2007). However, the democratic parenting style seems to be the more appropriate from the Adlerian theory point of view because of the ideals of autonomy, psychological adjustment, and behavioral compliance (Milevsky, Schlechter, Netter, & Keehn, 2007).

Smothering parenting is also termed over-protective, as well as helicopter parenting. Smothering is defined as providing a protection of their child to the point that the child is limited in their abilities to express their individuality (Ungar, 2009). Hence smothering can inadvertently limit the psychosocial development as well as adolescent physical development (Ungar, 2009). Smothering could lead to adolescents to acting out due to the limited ability of autonomy developed as a child (Taylor, 2010). Furthermore for healthy development of individual identity children need to experience separation of the family and caregivers. This limitation of individuality can foster self -esteem issues and lead to outward expression of negative behavior.

All previous research on parenting styles draws from the groundbreaking research of Baumrind (1978) which categorized parenting styles. Research suggested that the authoritarian parent is inflexible with strict limits, authoritative parent is flexible within limits, and lastly the permissive parent is flexible without limits (Baumrind, 1978 & 2005). Other research suggests, the permissive parent is also neglectful because this style does not promote grow and development of a stable and mature citizen (Baumrind, 2005; Hutchinson, Baldwin, & Caldwell, 2003). Finally, having two parents with different parenting styles who are able to balance and be flexible with their limitations and control is considered optimal parenting (Baumrind, 2005; Hutchinson, Baldwin, & Caldwell, 2003).

Parental Attitudes

Parent-Adolescent Relationship

Socialization of adolescents and children falls on the parents and family as they are the primary sources for social development (Hutchinson, Baldwin, & Caldwell, 2003). Managing the social schedule of an adolescent is part of parental duties so that the child is not overwhelmed with developmental tasks (Hutchinson, Baldwin, & Caldwell, 2003). Parents who help their

adolescents to develop by structuring leisure behavior can be a contest where each party struggles over control. This can be a source of contention between the adolescent and the parents while learning to navigate discussions and negotiations surrounding priority activities (Hutchinson, Baldwin & Caldwell, 2003). The parent-adolescent relationship is usually already strained due to the changes in the teen behavior and parental adjustment occurring during this stage of development (Ohannessian, Lerner, Lerner, & Eye, 2000). According to Ohannessian et al. (2000), the adolescent is seeking to gain independence from the family unit which can cause conflict between the adolescent and parents. During adolescence, most parents make a shift from restrictive strategies of parenting to more of a developmental strategy of support for their child. This shift is dependent on the emotional and social development of the adolescent (Ehrensaft, Cohen, Chen, & Berensin, 2007). Adolescent-parent conflict could be summarized as the results of parents not communicating their expectations to their adolescents effectively. Parents do not always have a grasp or awareness of the emotional and social development of a child moving through the stages from pre-adolescence through late-adolescence (Ehrensaft et al., 2007).

When adolescents live in violence-ridden neighborhoods, research suggests parents can mediate the effects by exhibiting parental warmth and supervision all while providing support and remaining involved in their lives (Frey et al., 2009). Basically, the success of the youth living in neighborhoods with violence and negative factors would be determined by the parental support provided as a buffer for resilience to life circumstance (Frey et al., 2009). Therefore, the relationship and interactions with parents further assists adolescents with developing a sense of self (Plunkett et al., 2007). Parental behaviors' such as marital discord seems to affect the self-esteem level in adolescents (Plunkett et al., 2007).

Research suggests that parents who are viewed as highly critical promote feelings of being less supportive to adolescents and they can appear less self-competent (Betts, Gullone, & Allen, 2009; Plunkett et al., 2007). Usually these adolescents are experiencing depression due to parents' off-putting and "cold" behavior and attitudes (Betts, Gullone, & Allen, 2009). Parents who are warm and nurturing but who are less supportive tend to promote depressive feelings as well in adolescents. Therefore, adolescents experiencing issues with depression are susceptible to at-risk behaviors; anxiety, being disruptive, impaired social competence and functioning, and poor school achievement. Moreover, depression during adolescence also increases the risk of adult depression (Betts, Gullone, & Allen, 2009; Plunkett et al., 2007). Plunkett et al. (2007) discussed the connection between parental behaviors and marital issues to adolescent depression and emotional issues.

Single Parents and Married Parents

According to research, parents who are more likely utilizing authoritative parenting style usually have a spouse who is permissive (Warash & Demasi, 2007). In one report, adolescents explained that their family dynamics reflect lower levels of intimacy, but high levels of conflict as compared to the mothers' responses (Mounts, 2007). Conversely, parents who are constantly making negative statements can be experienced as harmful by the child and viewed as punishment. Research conducted by Erensaft, Cohen, Chen and Berenson (2007) discussed parents of adolescents who identify as single parents and existing in a low socio-economic status (SES) had less complaints of adolescents concerning maladaptive or oppositional behavior.

Letiecq (2007) little research has been conducted on parenting practices of African American fathers in low-income situations and environments. Research continues to report that fathers as well as mothers living in urban or violent neighborhoods use specific parenting

practices. Letiecq (2007) identified these practices as: 1) close mentoring and teaching about personal safety; 2) discussing neighborhood safety openly; 3) reducing the exposure to violence in the media; 4) teaching children to fight for protection; and 5) activism (teaching by example) by joining the neighborhood watch.

Letiecq (2007) also explained that previous research suggested that African American parents are stricter in the area of parenting, placing emphasis on obedience and self-control. Fagan (2000) reported differences in Puerto Rican and African American parenting styles. The report suggested that African Americans are less nurturing and responsive to preschoolers than Puerto Rican parents (Fagan, 2000). However, African American parents suggested that they are just preparing the children for real life as adults as justification for lack of nurturing (Fagan, 2000).

Letiecq (2007) found also that highly spiritual fathers were more often authoritative in their parenting style and utilized more positive parenting practices while rearing their children than less spiritual fathers. On the other hand, highly spiritual fathers use the authoritative style on their sons; consequently, sons were less spiritual than their fathers.

Further studies on parenting styles include the review and comparison of parenting on a global scale (Letiecq, 2007). Finally, adolescent problem behavior is a global issue which needs to be addressed to facilitate programming to decrease incidents of continual adolescent problem behavior.

Media Influence

Ward (2005), reports that children ages eight to eighteen in American watch approximately eight hours of television daily. Black adolescents have been infused with negative

depictions of black identity through the media (television, news, radio, and the internet (Wood & Hilto, 2013). These negative depictions of black males include; "gangsters, rapist, womanizers, drug dealers and thugs" as ideal characteristics (Wood & Hilto 2013 p.14). Furthermore, a limited number of positive successful black males are in the media to counterbalance the many negative and glamorized depictions currently in the media. The popular and continual negative depictions seem to shape the attitudes, beliefs and development of black males. Therefore, the media influence is the norm and is the ideal portrayal of masculinity as well as acceptable moral behavior (Phillips, 2006). This is evident in the disproportionate number of black males incarcerated it seems that many adolescents adopted the negative stereotypes of "thug and drug dealer". The role of thug and gangster translates in the community as a since of pride for emulating the community film hero such as "Nino Brown or Scarface". Furthermore, committing a criminal act within society is a process of becoming the ideal black male as idolized by the media influences of appropriate behavior.

The lack of positive and prosocial behaviors in the media has other related consequences (Ward, 2005). The other related consequences include elevated levels of childhood and adolescent obesity, lowered self-esteem and unhealthy relationships. The development of healthy relationship paradigms are socially ingrained through the media (Chapin, 2013). Chapin found that many adolescents believe that their friends are influenced by the media ideals of relationship dynamics. Continually, violence in video games (gaming) can further the aggressive behaviors of adolescents (Espinosa & Clemente, 2012). Furthermore, constant gaming with overtly sexual and aggressive content appears to be related to the lack of social abilities and anti-social aggressive behavior. The gaming appears to replace the need to social interaction hence lead to a lack of development of adequate social skills (Espinosa & Clemente, 2012).

Counseling Theoretical Orientation

The Cognitive Behavioral Theory (CBT) model is focused on clients having "faulty beliefs and automatic thoughts that negatively impact their behaviors and contribute to development and maintenance of psychopathology" (Coyne, Burke, & Freeman, 2008, p. 694). According to the Cognitive Behavioral Theory, clients have preconceived distorted thinking which can be corrected through reframing (Hupp, Reitman, & Jewell, 2008). The therapeutic interventions of CBT assist clients with identifying the cognitive deficiencies and to formulate a new behavior plan. Gavita, Joyce, and David (2011) acknowledge that most CBT parenting programs are designed from the behavioral training perspective with the addition of cognitive techniques to assist with adult behavior. In summary, understanding this study from the researcher's perspective, one must be open to the possibility of reframing the cognitions of the adolescents and families to identify the faulty thinking that leads to arrests and rearrests of youth, further continuing the behavior pattern of recidivism and leading to adult incarceration. This study would like to identify variables which lead to behavior patterns of adolescents and families which contribute to habitual recidivism.

Reality Therapy

Reality therapy was developed by Dr. William Glasser through is Choice theory model. Choice theory is based on the internal motivation of a person and basic human needs (Duba, Graham, Brtizman & Minatrea, 2009). The five basic needs of humans are; survival or self preservation. Love and belonging, power or self worth, freedom or independence, and fun and excitement (Duba, Graham, Brtizman & Minatrea, 2009).

Therefore, depending on the human/ person one need can be lacking while needs are being fulfilled. Moreover, the person has to decide on which need has to be addressed and how to

fulfill that need. Hence the choice theory is identifying how to fulfill your needs. The external

world will be directly affected and influence when making a behavioral choice (Duba, Graham,

Brtizman & Minatrea, 2009).

Reality Therapy is considered a cognitive behavioral method of counseling to assist

clients with "gaining control" and fulfilling their needs (Chongruksa, Parinyapol, Sawatsri, &

Pansomboon, 2012). This therapy of counseling is more concentrated on having client decide on

their goal and then charting their path to obtain that goal (Duba, Graham, Brtizman & Minatrea,

2009; Chongruksa, Parinyapol, Sawatsri, & Pansomboon, 2012). Also the centralized theme of

this counseling technique is having the client understand their wants and needs as they relate to

their goals (Chongruksa, Parinyapol, Sawatsri, & Pansomboon, 2012). This therapeutic

technique is very effective with teen to help them understand if what they are doing helping them

obtain their needs and goals. Therefore through effective reality counseling a client can change

the way they act or think regardless of how they feel (Jong-Un, 2007). Clients lean to make a

choice to behave differently .regardless of the circumstances.

Multi-Systematic Therapy

Multi-systematic Therapy is designed to attend to multiple issues and should be

individualized for each participant and their specific protective and risk factors. The multi-

systematic approach was developed form the systems theory and the social ecology perspective

that there are interactions on different levels as well as across those levels (Pattie Yuk Yee,

2008). This approach identifies that family is the most influential system but not the only system

(Pattie Yuk Yee, 2008). For example, the possible systems are community/ neighborhood,

school, social organizations, and other extracurricular activities. Therefore examining this and

adapting this approach to facility effective change for juveniles at risk for recidivism.

Resilience Model

Resilience is defined as an individual having a set of skills which protect them in stressful situations (Lee, Sudom & McCreary, 2011). Therefore persons who experience adversity seem to have a set of internal and external motivators with assist them with consistent behavioral functioning (Lee, Sudom & McCreary, 2011). The resilience factors which can be measured are; self-esteem, adaptability to change, hardiness, and optimism (Lee, Sudom & McCreary, 2011). Understanding and identifying the levels of resilience can facility the development of Personal Resilience.

The concepts of the Personal Resilience model are as such that the therapist can help clients build upon their identified strengths to help develop confidence in another area where the client is lacking. Therefore the client can see that because of their success on one area, success can be attained in an area they are pursuing (Padesky & Mooney, 2012).

Summary

Based on the literature reviewed, there is a need to explore the impact of parenting behaviors on continued adolescent problem behavior. Previous research conducted examined the isolated effects of parental styles on adolescent development. However, the gap in the literature was on the effects of family relationships and parental behaviors on adolescent problem behavior. Furthermore, this research will also examine the variables parental behavior; visitation, and parenting styles (rigid, smothering and discipline lacking) as it relates to adolescents involved with the juvenile justice system. Other influences to adolescent behavior reviewed in this section includes media related influences, and male identity development as possible relationships to the development of antisocial behavior. Therefore, the significance of

this study was affirmed to explore the variables of parental influence on delinquency and adolescent problem behavior since the literature found did not integrate these variables. Furthermore, the purpose of this study is to examine the relationship of recidivism (habitual adolescent involvement) in the justice system and parenting behaviors.

CHAPTER III. DESIGN AND METHODOLOGY

Research Design

Research for this project was an exploratory design using regression analysis. The researcher explored the variables identified in the literature and designed research questions by reviewing the electronic data available to the researcher from the Texas Youth Commission. Archival electronic data were used to explore the variables identified in the research questions. Regression analysis was effective to discuss the possible relationship between parental behavior and adolescent recidivism as described in Chapter two (Hadley & Mitchell, 1995).

Research Questions

1.   Is there a relationship between frequency of visitation and the recidivism of adolescents involved in the Texas juvenile justice system?

2.   Is there a relationship between age of youth during treatment and recidivism of adolescents involved in the Texas juvenile justice system?

3.   Is there a relationship between the family characteristic of rigid parenting and recidivism of adolescents involved in the Texas juvenile justice system?

4.   Is there a relationship between the family characteristic of smothering and recidivism of adolescents involved in the Texas juvenile justice system?

5.   Is there a relationship between the family characteristic of discipline lacking and recidivism of adolescents involved in the Texas juvenile justice system?

Participants

The participants in the study (n = 102) consist of adolescent males who are involved in the juvenile justice system in Texas. Theses juveniles in this study were committed to state-level residential treatment facilities in Texas. Therefore, these juveniles were involved in the justice system due to problems in the home and school, and behaviors exhibited in the community. Problems of the adolescents will covered a range of varying emotional and behavioral issues. The offenses in which the adolescents were incarcerated for include the following: theft of property, burglary, assault with a weapon, assault without a weapon, identity theft, grand theft auto, robbery, sexual misconduct, habitual delinquency, and murder. The study only included the male population from the Texas Youth Commission ranging from 12 to 19 years of age. This study included male adolescents who were incarcerated from 1998 to 2011. This database has been maintained from1998 to 2011. This state agency gathered data on over 9000 males in the facilities with approximately 10,000 arrests each year Data was retrieved from a database reflecting juveniles in detention facilities in Texas serving time for which they were sentenced. The entire state database is comprised of both males and female of all ethnic groups who have been committed to the state-level residential facilities in Texas. However, the Texas Youth Commission singled out the research variables identified by the researcher and sent a condensed data set comprised of males only as well as parental factors for use in the study.

Instrumentation

Archival data was used, which was collected by the Texas Youth Commission reflected the actions of parents as well as the adolescent. The data was sorted by the research variables identified by Table below and entered into the Statistical Program for Social Science (SPSS) quantitative statistical program for analysis. The population and demographic composition

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developed from the retrieved data, which has also been previously collected. The demographic information to be analyzed includes family characteristics (rigid parenting, smothering, and disciple lacking), recidivism, and age of youth in the Texas Youth Commission. The data sample was derived from continuations data and changed into interval data.

Procedures

The initial communication was placed to the state commission of juvenile offenders via email. Then, via email, a research agreement was completed See Appendix A. The next step was to develop the procedures leading to the completion of the Institutional Review Board (IRB) Protocol Form which was reviewed and approved by the committee before completing the research study. After the approval of the research procedures involve submitting the approved IRB to the Texas Youth Commission as part of the research agreement to gain access to the archival data for review. After reviewing the data, the variables were entered into an Excel Spreadsheet to separate the identified variable from the original data. The identified variables for the study that were analyzed are: Age of the youth, Family characteristics (rigid, smothering and discipline lacking parenting) and Visitation as they relate to Recidivism. Once the variables were then input in the Excel Spreadsheet then into the Statistical Program for Social Sciences (SPSS) program to analyze the relationship between the variables. The type of analysis conducted was a correlation; in an effort determine the significance of the relationships between the research variables.

Correlational Analysis

"Correlations measure the linear relationships between two random variables" (Engle, 2009 p.15). This correlational analysis is between the independent variable of recidivism and dependent variables of parental influences/ characteristics (smothering, rigid, and discipline

lacking) and visitation. The identified variable were identified through the reporting system of the Texas youth commission. However, correlation is limited that it cannot establish a cause and effect relationship between variable however it can determine the extent to which variables are associated with each other (Engle, 2009).

Data Analysis

Data analysis included gathering archival data from Texas Youth Commission's juvenile justice facilities. After reviewing the data, the variables were entered into an Excel Spreadsheet to separate the identified variable from the original data. The identified variables for the study that were analyzed are: Recidivism, Age of the youth, Family characteristics and Visitation. Once the variables were then input in the Excel Spreadsheet then into the SPSS program to analyze the relationship between the variables. The type of analysis conducted was a multiple regression; in an effort determine the significance of the relationships between the research variables. The research variables include the independent variable is recidivism and the dependent variables are age of the youth, family characteristics and visitation.

Limitations of the Study

A limitation for this study was selecting from a population of adolescents already involved in the Texas juvenile justice system. Therefore, the data retrieved from this population may not be generalizable since this population will be predisposed to problem behavior. The persons reporting the data were not trained researchers and could omit some information from the adolescent's file. These omissions from the file may produce a lack of coordinating evidence. Moreover, the parents could attempt to misrepresent to be perceived as more positive than is actually true. Finally, this study was conducted on the single gender population of males although there are many females involved in the juvenile justice systems across the country.

Furthermore the results of this study may not crossover from the male population to the female

population in the juvenile justice system.

CHAPTER IV. RESULTS

Introduction of Findings

The purpose of this study was to explore the relationship among influencing parental

behaviors (smothering, lack of discipline and rigid parenting) and adolescent continual

involvement (recidivism) in the juvenile justice system.   Previous research suggests that

adolescents involved in the juvenile justice system seem to lack conformity to rules and

regulations, and avoidance of responsibility for their actions (Ma, 2003). This research

examined the aspect of parental influence as a variable for continual problem behavior and the

propensity to recidivate. This section will explain the results of the analysis of the research

generated both descriptively and by correlational analysis.

Date from the population was use to select the variable samples. The variables examined

included the socioeconomic status of the parents, parental involvement, visitation, and age of the

juveniles while in treatment. The data included over 9000 adolescents however due to the

incomplete sections in the data set the sample of the population was reduced for this study to

include 102 participants for the validity of this study. The development of the hypotheses

included; literature review, media coverage of parents displaying problem and socially

inappropriate behavior. The media coverage included television shows which glamorize

maladaptive behavior. The television shows include the Real Housewives franchisees and the

wives franchises (Basketball, Baseball and Football) where adult women verbally and physically

assault persons on the show. These television show characters display conflict resolutions skills

which in everyday life will lead conflict that has the potential to escalation into situations that

lead a party or parties to arrest. The research questions were developed to ascertain the correlation between adolescences recidivating and the other variables; age during treatment, rigid parenting, smother parenting, and lack of discipline parenting. The sample population included the demographic information of the family including the income of both parents. This information was reported in Tables1, 2 and 3, but not added to the statistical evaluation.

Research Questions

1.   Is there a relationship between frequency of visitation and the recidivism of adolescents involved in the Texas juvenile justice system?

2.   Is there a relationship between age of youth during treatment and recidivism of adolescents involved in the Texas juvenile justice system?

3.   Is there a relationship between family characteristics rigid parenting and recidivism of adolescents involved in the Texas juvenile justice system?

4.   Is there a relationship between family characteristic of smothering and recidivism of adolescents involved in the Texas juvenile justice system?

5.   Is there a relationship between family characteristic of discipline lacking and recidivism of adolescents involved in the Texas juvenile justice system?

To collect the data, an email was generated to the Texas Youth Commission which has archival data on adolescents within the Juvenile Justice system. The data was accessed after the Institutional Review Board Protocol approval was received, See Appendix B. The data was received anonymously, all of the names and identifying information was removed therefore only the statically components of the research questions could be evaluated.

Demographics

There were 102 individuals identified from the archival data for this study. Descriptive statistics were utilized to examine the demographics information of all 102 participants. These data are reported in Table 1. Continually, the family income demographics are reported in Tables 2 and 3.

Table 1

Demographic Information

	N	%
Violent Crime (1)	62	60.8
Non Violent Crime (2)	40	39.2
Age		
12–15	46	45.1
16–19	56	54.9
Gender		
Male	102	100
Recidivism		
Yes (1)	61	60.3
No (2)	41	40.7

The study subjects were distinguished by violent and nonviolent crimes, as well as if they were rearrested or re-incarcerated within the last three years of their release. The sample of this data was all male and the percentage of younger adolescents (age 12–15) was 45.1%, older

adolescents (age 16–19) were 54.9%. Adolescents who committed a violent crime were 60.8% compared to non-violent committed crimes was 39.2 %. The number of adolescents who recidivated was 61 which was 60.3% of the research population and those who did not recidivate 41 which was 40.7% of the research population. The age range of the participants was between 12–19 years with the mean age of 15.24, with a standard deviation of 1.28. The number of visits per individual was examined; the range of visits was 0 to 180; however, the mean number of visits per sample was 23.50 with a standard deviation of 34.93 shown in Table 4.

Table 2

Father's Monthly Income Information

Monthly Salary	Father	Percentage
$0- $1,200	67	65%
$1,201- $2,400	30	29%
$2,401- over	5	6%
N	102	100%

Table 3

Mother's Monthly Income Information

Monthly Salary	Mother	Percentage
$0- $1,200	39	38%
$1,201- $2,400	46	45%

$2,401- over		17	17%

N		102	100%

Table 4

Age of Youth & Visitation Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	102	12	19	15.24	1.283
VISITS	101	0	180	23.50	34.933
Valid N (listwise)	101				

Research Question 1

RQ1. Is there a relationship between frequency of visitation and the recidivism of adolescents involved in the Texas juvenile justice system? A correlation analysis was conducted to examine the relationship between visitation and recidivism.   There was no significant relationship found between the frequency of visitation and recidivism, $r=.183$ and $r^2 =.033$.   The r^2 indicates that the approximately 3% of the variance in the recidivism and visitation. However, there is a low positive correlation to frequency of visitation and recidivism.

Research Question 2

RQ2. Is there a relationship between age of youth during treatment and recidivism of adolescents involved in the Texas juvenile justice system? A correlation analysis was conducted to examine the relationship between age of youth during treatment and recidivism. The results

indicate that there is no significant relationship found between the age of youth during treatment and recidivism, r=.151 and r^2 =.023.

The r^2 indicates that the approximately 23% of the variance in the recidivism and age of youth during treatment. However, there is a low positive correlation to age of youth during treatment and recidivism.

Research Question 3

RQ3. Is there a relationship between family characteristics rigid parenting and recidivism of adolescents involved in the Texas juvenile justice system? A correlation analysis was conducted to examine the relationship between family characteristic rigid parenting and recidivism. The results indicate that there is no significant relationship found between the family characteristic rigid parenting and recidivism, r=.086 and r^2 =.007.

The r^2 indicates that the approximately 7% of the variance in the recidivism and rigid parenting. However, there is a low positive correlation to rigid parenting and recidivism.

Research Question 4

RQ4. Is there a relationship between family characteristic of smothering and recidivism of adolescents involved in the Texas juvenile justice system? A correlation analysis was conducted to examine the relationship between Family characteristic smothering and recidivism.   The results indicate that there is no significant relationship found between the smothering and recidivism, r=.130 and r^2 =.017.

The r^2 indicates that the approximately 17% of the variance in the recidivism and smothering parenting. However, there is a low positive correlation to smothering parenting and recidivism.

Research Question 5

RQ5. Is there a relationship between family characteristic of discipline lacking and recidivism of adolescents involved in the Texas juvenile justice system? A correlation analysis was conducted to examine the relationship between family characteristic discipline lacking parenting and recidivism. The results indicate that there is no significant relationship found between the discipline lacking parenting and recidivism, $r=.134$ and $r^2 =.018$.
The r^2 indicates that the approximately 18% of the variance in the recidivism and discipline lacking parenting. However, there is a low positive correlation to discipline lacking parenting and recidivism.

Summary

The analysis of the research provided by the Texas Youth Commission proved that in this sample population (n-102) recidivism was not a significant factor for adolescents with different parenting styles. The results previously discussed, explained that none of the parenting approaches were more inclined to perpetuate recidivism within the identified population. Furthermore, the multiple regression analysis did not show significance between the identified parental and familial variables and adolescent recidivism. Further research is needed to evaluate the potential for other factors such as media and maladaptive behavior depicted on reality television and its effects on adolescent problem behavior. The limitations of the study, implications for counselors and further research suggestions will be discussed in chapter five.

CHAPTER V. DISCUSSION

Introduction

The discussion of this research will continue by advocacy, the need for reeducation and the need to reduce recidivism. There are various programs for juveniles across the United States with the common goal of successful transition from the juvenile justice system back into society. For example, there are parenting classes to decrease the social acceptability of the adolescent problem behavior. Also, services are available for persons with low academic abilities and persons with disabilities to facilitate a successful reentry. Further research will be needed on adolescents with low academic achievement system (Clark, Mathur, & Helding, 2011). Therefore, persons who score within the low academic range of achievement seems to account for a majority of persons incarcerated (Houchins, Jolivette, Krezmien, & Baltodano, 2008). "On a given day, more than 100,000 youth are incarcerated in the United States with over 80,000 housed in various facilities" (Sickmund, 2008; Snyded & Sickmund, 2006). Countless more are considered "at-risk for incarceration, based on factors such as homelessness, poverty, gang membership, substance abuse, grade retention, and more" (Guerra, 2012, p. 385). Booker and Mitchell (2011) described the overrepresentation of minorities in discipline programs in contrast to their Asian and Caucasian counterparts. Booker and Mitchell examined the implications of different ethnic thresholds for disruptive behaviors which could lead to lower tolerance for minorities in society. The belief that more minorities are involved in the justice system from a behavioral-cause perspective is even now more accepted.

Findings

The study revealed no significant relationship between adolescent problem behavior and parental characteristics. Although the trend of juvenile crime arrests has decreased however there is an increase of incarnations within the juvenile justice system (Dembo, Wareham, Poythress, Cook & Schmeidler, 2006).

The researcher's hypothesis — parental visitation along with the environment — was directly correlated to initial criminal acts as well as recidivism has not proven to be a significant factor in this study. Even though there is no significance to the hypothesis, interventions for the current sample should be consistent across the United States for continued lowered rates of juvenile incarcerations. The sample of adolescents in this study was from households of parents with low monthly income as well as homes with income above the national poverty line. The national poverty is defined by income lower than $25,000 annually (Foulkes & Schafft, 2010).

RQ1. Is there a relationship between frequency of visitation and the recidivism of adolescents involved in the Texas juvenile justice system? The analysis of relationship between visitation and recidivism yielded no statistical significance. The possible reason for the analysis of no relationship between the variables occurred because the number of adolescents who recidivated was very similar to the number of adolescents who did recidivated. Therefore, a correlation to show a relationship between the numbers of visits made a difference with recidivism did not occur.

RQ2. Is there a relationship between age of youth during treatment and recidivism of adolescents involved in the Texas juvenile justice system? The analysis of relationship between age of youth and recidivism yielded no significant correlation. The possible reason for this result included that while recidivism occurred with some adolescents but not with all, therefore age

was not a factor. Therefore, recidivism occurred across the range of ages leading to no specific relationship of variables. Also discussed in the demographics the offenses were categorized by violent and non-violent act. While not all of the younger adolescents who committed non-violent acts recidivate but the number was not enough to draw a significant correlation of relationship for the two variables.

RQ3. Is there a relationship between family characteristics rigid parenting and recidivism of adolescents involved in the Texas juvenile justice system? The analysis of a relationship between rigid parenting and recidivism yielded no statistical significance. The possible reason for this result included that while recidivism occurred with some adolescents but there was not a significant number to determine a correlation. Additionally possibility for no significance is that rigid parenting style did not have a significant influence on adolescents who recidivated.

RQ4. Is there a relationship between family characteristic of smothering and recidivism of adolescents involved in the Texas juvenile justice system? The analysis of relationship between smothering parenting and recidivism yielded no significance. The possible reason for this result included that recidivism occurred with but the frequency was not significant enough through the analysis to determine a correlation. Therefore, the number of adolescents who did not recidivate were very similar to the adolescents who recidivated for the smoothing characteristic

RQ5. Is there a relationship between family characteristic of discipline lacking and recidivism of adolescents involved in the Texas juvenile justice system? The analysis of relationship between lacking parenting and recidivism yielded no significance. The possible reason concluded for this result included that while recidivism occurred with some adolescents

but not with all. Therefore, the number of adolescents who did not recidivate were very similar to the adolescents who recidivated.

Limitations of the Study

One of the primary limitations of this study was that the study data was archival and the data provided was inconsistent within the full data retrieved. The strength of the study was diminished because some data variables were not complete. Some of the information was self-reported and other information was observed and documented by facility personnel. There was no evidence of protocol for documentation provided to assure the researcher that facility personnel perspectives weren't biased or were uniquely different for each evaluation the variables. Finally, this study could possibly be different if the data was collected constantly by one person experienced and trained, or by the researcher, via interviews and survey methods.

Another limitation of this study was that the archival data came from juveniles already involved in the justice system who had previously exhibited maladaptive behavior. The parental and familial influence for this population could possibly "fake good" to prevent the characterization of being a "bad" parent or family influences. For comparative purposes parenting influences for persons not involved in the juvenile justice system would need to also be evaluated with the parenting styles and influence of adolescents exhibiting both prosocial and maladaptive behavior.   Thus examining and comparing the influences which contribute to adolescents not having an internal locus of control and development of maladaptive behaviors that lead to juvenile justice system involvement.

Implications for Further Research

Behavior of children is reflective of the "village" in which the child was raised. Continually, this ideal of the "village" concept is one example of children being influenced of

their environment both nature and nurture. Previous research endorses the holistic approach of family-based interventions and Family Transitions were effectively reducing recidivism for juveniles (Dembo et al., 2006; Clark, Mathur, & Helding, 2011).

The Family-based interventions other intermediations utilized to the prevent recidivism in juvenile diversion programs such as the juvenile arbitration program. This program included case management of the family and monitoring of the arbitration program. Over the last 40 years there has been a 300% increase of juvenile delinquency cases, numerically is approximately 4,600 juvenile court cases daily. According to a three year report on a national Juvenile Justice longitudinal study on recidivism, "40% of offenders were in jail or prison and 20% were in detention or contracted residential placement" (Clark, Mathur & Helding, p.511, 2011).

Transition services can be an intervention for persons previously incarcerated includes a series of activities designed to assist the person to move adequately from the correctional facility back to the community (Clark, Mathur, & Helding, 2011). Juvenile offenders previously incarcerated need the aforementioned services to help facilitate the process of transitioning back into the community to reduce the rate of recidivism. According to the program for transition services a Transition Specialist works very closely with a juvenile to identify outcome-based goals to promote prosocial behavior after being released from being incarcerated (Clark, Mathur, & Helding, 2011). The incarcerated population appears to have a higher than normal population of persons with disabilities and approximately a third of the individuals' exhibit lean and behavioral problems identifying them as candidates for special educations services (Clark, Mathur, & Helding, 2011). Furthermore, the Transition Specialist can assist individuals and

their family linking them with services for special or vocational educational agencies to facilitate the positive reentry of juveniles previously incarcerated (Clark, Mathur, & Helding, 2011).

Family Integrated Transitions (FIT) is a proposed program to benefit persons of co-occurring substance abuse disorders along with involvement in the justice system (Trupin, Kerns, Walker, DeRobertis & Stewart, 2011). The primary goals of the FIT program; "reduce the rates of recidivism, connect youth and family with community services, reduce/eliminate substance use, increase prosocial behavior, and increase educational and vocational opportunities, and build stronger family support" (Trupin et al., 2011, p. 424). The FIT program includes a parenting component along with Multi-systemic Therapy (MST), dialectical behavior therapy, and motivational enhancement which builds upon treatment received while incarcerated (Trupin et al., 2011). MST is designed to attend to multiple issues and should be individualized for each participant and their specific protective and risk factors. The dialectical behavior therapy is utilized to assist adolescents with problems which could increase recidivism rates such as internal emotional control; emotion regulation, anger, impulse control and moodiness (Trupin et al., 2011).

Finally, research has provided multiple approaches for reducing the juvenile and adult recidivism rate. However the approaches identified in this research could be implemented collectively to provide positive outcomes for reentry. Research suggests many juvenile delinquents development into adult offenders and onto that adult penal system. Moreover, it is imperative that the juvenile justice system identify the most positive programs to facilitate and promote prosocial behavior in individuals who have been identified as having maladaptive behavior. In conclusion, these programs can reduce the number of individuals who graduate to

the adult penal system and increase the number of persons who develop into prosocial and productive citizens.

Implications for Change

According to Smiley (2013), the reintegration process starts 3 months before the juvenile is released from being incarcerated. The process starts three months prior to release because of the low success of reintegration. Los Angeles school district works together with the juvenile justice system during the reintegration process so that students will be ready to reenter the school setting. The Los Angeles school district works to have a transition plan that when released youth are enrolled and come back to a welcoming environment without the negative stigma of "bad kid" (PBS, 2013).

In Los Angeles, the police officers start the day looking truants working in concert with the school district. Until recently, the Los Angeles police department has written as many as 30,000 tickets/citations for truancy each year. The policy dictated that after receiving citations many of the youth were assigned to detention centers called camps. But this policy has not decreased the truancy or detention rate therefore an overhaul of the process was reviewed. The Police chief stated that "we [society/police] are not going to arrest our way or ticket or way out of the problem. I think the issue becomes when we recognize a problem or identify someone who is breaking the rules or perhaps committing a minor violation. What is the end result we want to see" (PBS, 2013).

Smiley (2013), expressed the need to change the fundamental policies of the juvenile justice system. Based on the ideas of helping juveniles who have developed poor choice patterns but should not be criminalized and to break the "education to prison pipeline" to support rather than punish.

Judge Jimmy Edwards echoed by stating, "How do you want these children to come back into our communities as educated citizens or angry criminals." The documentary explained the wrap-around services provided to juveniles in the Los Angeles school district so that when they are released from the juvenile justice department there is a system in place to provide support for success. The term success is used to describe juveniles who finish High School or receive a General Equivalency Diploma and do not recidivate back into the justice system. Many states could benefit from implementing programs to collaborate with the local school districts so that the adolescents would have improved support for transitioning back into society successfully.

<div align="center">**Implications for Counselors**</div>

Adult and adolescent males can be incarcerated for maladaptive behavior related to masculinity development. Therapist can work with the incarnated male population to make different decisions whether they are cognitively aware of way they choose certain decisions or not. Group counseling can help individuals identify through cognitive behavioral techniques the process of their masculinity development. Additionally, this group can have suggested topic of positive masculinity role models versus negative masculine role models (Pleasant, 2007). Continually, the topics can discuss the masculinity as it relates to self-esteem, cooperative behaviors and respect for other's person and property. Furthermore, individual counseling can influence the familial and parental influences to their development and subsequent behavior.

Resilience Model

Resilience was previously defined as an individual having a set of skills to protect them in stressful situations (Lee, Sudom & McCreary, 2011). Therefore as s therapist we help persons either develop these skills if they are lacking or enhance these skills. The resilience factors which can be measured are; self-esteem, adaptability to change, hardiness, and optimism (Lee, Sudom

& McCreary, 2011). Understanding and identifying the levels of resilience can facility the development of Personal Resilience.

The concepts of the Personal Resilience model are as such that the therapist can help clients build upon their identified strengths to help develop confidence in another area where the client is lacking. Therefore the client can see that because of their success on one area, success can be attained in an area they are pursuing (Padesky & Mooney, 2012). Lastly, therapist could evaluate these skills with clients especially one involved in the juvenile justice system. This process could help them identify and enhance these skills to become self-reliant and self-motivated for positive and sustainable changes.

Summary

The United States seems to have an ongoing growing population maladaptive behaving adolescents and adults. The media seems to influence and shape many adolescents moral and psychosocial development. The media's infusion of reality shows, movies, and video games in which children spend approximately eight hours daily visually consuming. Many of the reality shows depict negative behavior that is socially acceptable and glamorize it for the increase of television viewership. Reality shows are proof of the main stream acceptance of such inappropriate behaviors, i.e. "The Real Housewives" franchise and the ballplayer wives franchise (Basketball, Baseball, and Football).   Originally, reality television was developed to give the audience a sample of the real life of a person in a particular situation. However, the adults on these shows have exhibited behavior that may, in many states, warranted an arrested and jail time. Popularity of the reality shows glorifies behavior without consequences. However, the inappropriateness of the adult behavior like handling conflict and lack of interpersonal skills (i.e. self-control, effective communication and impulse-control) is modeled as normal daily behavior.

These behaviors are observed by adolescents and are assumed acceptable and as a result, there are a growing number of persons reacting to situations with maladaptive behaviors, making poor choices coming into the juvenile justice system.

Finally, it is imperative that as a "village" we help to facilitate and model appropriate behavior so that children and adolescents can experience prosocial behaviors effectively. As stated previously, "it takes a village" and a community of persons to help direct and guide children more; so as adolescents they will develop adequate decision making skills, effective communication and conflict resolution skills. Adolescents and children would benefit from these skills when they feel threatened or in a conflict. These skills will help them respond to situations with effective communication, self-respect without the situation ending in conflict and/or exacerbated with unnecessary violence. The Los Angeles School District example of helping to rehabilitate juveniles and assist them in acclimating back into the society needs to be the standard of care. Around the country there are many juveniles without family support and encouragement to facilitate the development of prosocial behavior. Therefore the juvenile justice departments' around the country could model the services of the Los Angeles School District for facilitating resources to reduce the rates of recidivism in the United States.

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APPENDIX A

RESEARCH AGREEMENT

![Seal of the State of Texas]	**RESEARCH CONFIDENTIALITY AGREEMENT**	TEXAS JUVENILE JUSTICE DEPARTMENT

This agreement is made by and between the Texas Juvenile Justice Department (TJJD) and <u>Felicia Pressley</u>, hereinafter called Research Consultant.

Research Consultant has undertaken research related to the work of TJJD. This research project is briefly described below. TJJD finds that such research is of benefit to TJJD and will be in furtherance of the duty assigned to TJJD in Section 203.007, Human Resources Code, to "continuously study the problem of juvenile delinquency in this state...". Research Consultant will be considered a professional consultant of TJJD for the purposes of carrying on the described research and for compliance with Section 58.005, Texas Family Code.

Research Consultant agrees that no publication shall contain the name or other identifying information or photograph of any child who is a ward of TJJD.

Research Consultant agrees to abide by all Federal and State laws and TJJD policies pertaining to the confidentiality of records of youth committed to TJJD,

Research Consultant will consider information regarding TJJD youth which is voiced to Research Consultant or discussed in Research Consultant's presence to be subject to all such laws and TJJD policies and will not disclose the information to any unauthorized person.

Research Consultant agrees to provide TJJD with:
- ~~a copy of each youth assent/consent form within 5 business days after completion of the form; and~~
- a copy of the completed study prior to publication.

Research Consultant agrees to comply with all logistical requests made by TJJD staff.

Research Consultant agrees that any patentable product, process, or idea that results from the performance of the research agreement, and for which TJJD has expended appropriated funds, shall become the property of the Texas Juvenile Justice Department.

Description of research project: <u>Examining the Influence of Parental and Familial Behavior on Adolescent Problem Behavior</u>

This agreement is entered into this <u>5th</u> day of <u>January, 2012</u>.

RESEARCH CONSULTANT

(signature)

<u>Researcher</u>
(Title)

TEXAS JUVENILE JUSTICE DEPARTMENT

By _(signature)_

<u>Research Director</u>
(Title)

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APPENDIX B

INSTUTITIONAL REVIEW BOARD APPROVAL

AUBURN

UNIVERSITY

Telephone: 334-844-5966
Fax: 334-844-4391
IRBadmin@auburn.edu
IRBsubmit@auburn.edu

May 16, 2013

MEMORANDUM TO: Felicia Pressley
                             Department of Counselor Education

PROTOCOL TITLE: "Examining the Influence of Parental Behavior on Adolescent Problem Behavior"

IRB FILE NO.:   13-177 EX 1305

APPROVAL DATE: May 13, 2013
EXPIRATION DATE: May 12, 2016

The referenced protocol was approved "Exempt" by the IRB under 45 CFR 46.101 (b) (4):

> Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Note the following:
1. CONSENTS AND/OR INFORMATION LETTERS: Only use documents that have been approved by the IRB with an approval stamp or approval information added.
2. RECORDS: Keep this and all protocol approval documents in your files. Please reference the complete protocol number in any correspondence.
3. MODIFICATIONS: You must request approval of any changes to your protocol before implementation. Some changes may affect the assigned review category.
4. RENEWAL: Your protocol will expire in three (3) years. Submit a renewal a month before expiration. If your protocol expires and is administratively closed, you will have to submit a new protocol.
5. FINAL REPORT: When your study is complete, please notify the Office of Research Compliance, Human Subjects.

If you have any questions concerning this Board action, please contact the Office of Research Compliance.

Sincerely,

Christopher Correia, Ph.D.
Chair of the Institutional Review Board #1
for the Use of Human Subjects in Research