

Juvenile justice



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Understanding the differences between Model and Promising juvenile deviance prevention programs The prevention of juvenile deviance or delinquency is important in the criminal justice system simply because juvenile delinquents are more likely to become adult criminals. Comparison of the Model programs and that of promising programs will allow us to see how they differ from each other as well as understanding what each approach represents. Model programs represent current programs in effect in various areas with success rates already established. As a result it is at times difficult to understand the need for additional programs which are labeled as promising programs. These programs do not have the established record of delinquency prevention that the model programs do and must rely on data that is not always based in success but in the potential for success. The National Gang Center defines a promising program as the following. " Level 3 programs display a strong theoretical base and have been demonstrated to prevent delinquency and other child and youthful problems or to reduce risk factors or enhance protective factors using limited research methods (with at least single-group pretreatment and post treatment measurements). The programs in this category appear promising but must be confirmed using more rigorous scientific techniques. The main reason is that a control group is not required in the research design." (Programs)

Some of the available programs range from community based rehabilitation programs to prevention based educational programs. The benefits of working programs are readily quantifiable however; they still must be proven to become model programs for future approaches. The process by which programs become model programs can be plagued with research problems as each researcher tends to have varying views as to what works and what

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does not. According to Greenwood, “ Different reviewers often come to very different conclusions about what does and does not work.” (Greenwood 188)

Project Northland is a promising program that introduces itself as a program that promotes the use of educational materials in the classroom as well as at home. The program initiators utilize several well-known studies to support their approach, “ The Project Northland programs begin with pre-teens in the 6th grade because studies show that alcohol use often begins during early adolescence.” (Project Northland) The use of education is a format that has shown promise in model programs as well which is a benefit. Another program, the School Transitional Environment Project (STEP) utilized, “ Strategies are also employed to reduce student anonymity, increase student accountability, and clarify students’ understanding of school rules and expectations. These key features are implemented through the homeroom teacher’s interaction with the students and their families.” (Felner) Both of these programs utilized the educational approach which reflected positive outcomes in both programs. The Nurturing Parenting Programs presented by the Office of Juvenile Justice and Delinquency Prevention depends on the understanding of the medical and psychological aspects of the role of nurturing or abusive parents in the juvenile’s delinquency. The paper describing this program states, “ children who see and experience recurrent episodes of serious violence in their own families learn and believe violence is a useful way to solve problems.” (Bavolek, Ph. D.) The idea behind this program is the advancement of the family unit in a nurturing way over that of the abusive family unit. Another similar promising program is the Juvenile Mentoring Program (JUMP) the results from the review of this program were mixed, “ Female mentors paired with boys reported that they observed

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significantly less improvement than did their male counterparts...”

(Novotney, Mertinko, Lange, Baker 5) In conclusion the results of the promising programs looked show a potential for benefit to the juvenile delinquency problem. Each of the reviewed promising programs would require additional implementation and review to gain acceptance as model programs with the potential for changes occurring to promote continued benefit. Bavolek, Ph. D., S. " The Nurturing Parenting Programs." OJJDP Juvenile Justice Bulletin (2000): n. pag. Web. 8 Apr 2011. <http://www.ncjrs.gov/pdffiles1/ojjdp/172848.pdf> Felner, R. " Part III: What Works in Dropout Prevention? Sample Dropout Intervention Program SCHOOL TRANSITIONAL ENVIRONMENT PROJECT (STEP) ." National Center on Secondary Education and Transition. N. p., 1993. Web. 8 Apr 2011. <http://www.ncset.org/publications/essentialtools/dropout/part3.3.09.asp> Greenwood , P. " Prevention and Intervention programs for juvenile offenders." Future of Children. org (2009): 188. Web. 8 Apr 2011. http://futureofchildren.org/futureofchildren/publications/docs/18_02_09.pdf Novotney, Mertinko, Lange, Baker, L, E, J, T. " Juvenile Mentoring Program: A progress review." OJJDP Juvenile Justice Bulletin (2000): n. pag. Web. 8 Apr 2011. <http://www.ncjrs.gov/pdffiles1/ojjdp/182209.pdf> Programs,. " Review of Promising and Effective Juvenile Delinquency and Youth Gang Programs." OJJDP Strategic Planning Tool. N. p., 2011. Web. 8 Apr 2011. <http://www.nationalgangcenter.gov/SPT/Planning-Implementation/Review> Project Northland,. " Introduction The Importance of Prevention." Project Northland. N. p., 2011. Web. 8 Apr 2011. <http://www.epi.umn.edu/projectnorthland/schoolba.html>