

Juvenile justice



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Your Full 9 April Juvenile Justice The use of prevention programs within communities has been an ongoing process to withhold juvenile tendencies toward dangerous crimes and drug abuse. There are programs being implemented in school like Drug Abuse Resistance Education (D. A. R. E) and sponsored programs such as gang resistance education and training (GREAT). Though these programs and programs like these are in place to prevent juvenile crimes and drug abuse, they continuously prove to be ineffective on a large percentage of youth. The inadequate results of prevention programs can be derived organizations lacking quality implementation for prevention programs and the absence of strong adult reinforcement at home. Failing to complete the program message or continuing it on a steady platform the ultimate outcome will be the message to be distorted or incomprehensible for the young adult. The quality of delinquency of preventive programs in the school system have been heavily correlated with the outright success of the program all together. When the program is not implemented completely and successfully the outreach of the program on youths is processed at a failing return. An example of a program would be any program where implementation is assessed by organization capacity, organizational support (training, supervision, principal support), program features - manuals, implementation standards, quality control mechanisms, and integration into normal school operations, local initiation, and local planning (D. Gottfredson and G. Gottfredson 5-7). Directing the message with the use of these characteristics can implement a more successful outreach within the school. Aside from delivering positive messages to youths there is the likely little or no contributions being made on behalf of the adolescent's parents. The Office of Juvenile Justice and

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Delinquency Prevention (OJJDP) defines mentoring as a “ one-on-one relationship between a pair of unrelated individuals, one adult and one juvenile, which takes place on a regular basis over an extended period of time” (Grossman and Garry 2). The idea of mentoring to young adults was originally brought about due to the need for youths to have positive adult contact and one-on-one support to enable positive life choices (Grossman and Garry 1). In any case what the child learns about crime and drugs in school should be expected and reinforced on the home front. A successful rendering of positive reinforcement on behalf of youths was formed by introducing mentoring programs like the Big Brother/Big Sisters of America program. Results of typical mentoring interventions have reported youths to be down 45. 8% in initiating drug use, 52. 2% in skipping school, 36. 6% lying to parents, and up 2. 3% in rendering emotional support to peers (Grossman and Garry 3). The outlook of the program itself is one that could be rendered just as effective by the actual parents of the child. That being said, there is a strong reference that can be made to the lack of positive adult involvement being implemented by the child’s immediate family with the need and the reinforcement offered by parenting. If schools do not present more qualitative responses to crime and abuse there will be no comprehension amongst the student body. Without a reinforcement outside of the school it is likely that the prevention techniques and processes used at the child’s school will not be complete. Without a solid course of completion and an adequate outcome prevention programs will continue to produce failing efforts. References Gottfredson, Denise C., and Gottfredson, Gary D. “ Quality of school based prevention programs: results from a national survey”. *Journal of Research in Crime and Delinquency* 39. 3 (2002) : 4-7. <https://assignbuster.com/juvenile-justice-essay-samples-6/>

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