

ABUSE, TRAUMA, AND SOCIAL BONDING IN THE ETIOLOGY
OF FEMALE DELINQUENCY

by

LOUIS DWAYNE LASTER

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“Jesus said unto him, if thou canst believe, all things are possible to him that believeth” (Mark 9:23, King James Version).

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ABSTRACT

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Louis Dwayne Laster, Ph.D.

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Supervising Professor: Doreen Elliott

The study was designed to examine the ability of social bonding and abuse variables in explaining the phenomena of female delinquency. An existing data source, the National Survey of Child and Adolescent Well-Being, provided data regarding female delinquents from nine primary sampling units located in the North American mid-west. The data was collected from a total of 5,501 youth between 1999 and 2002. A total of 2,587 females participated in the study, and 280 female delinquents (n=280) from wave 1 were studied in this analysis.

The purpose of the study was to examine the theoretical frameworks of girls' survival theory and social bonding, to ascertain effectiveness in the prediction of female delinquency, and to determine how much of the variance in the dependent variable, delinquency, could be explained using abuse and social bonding variables. It was hypothesized that variables associated with girls' survival theory taken from feminist theory and social bonding theory would be significant predictors for violent female delinquency. The data utilized for analysis

consists of data originally collected for the National Survey of Child and Adolescent Well-Being (NSCAW), by the National Data Archive on Child Abuse and Neglect. Data was collected in five waves dating from 1999 to 2007. Wave 1 data was analyzed using multiple regression to ascertain which variables explained the variance in female delinquency attributed to Girls' Survival theory, and Social Bonding theory.

Four hypotheses were tested using linear regression analysis. The major findings of this study conclude that physical abuse and trauma have a significant impact on female delinquency. However, there appears to be an inverse relationship present within the trauma domain. The agents of social bonding were not significant in the analysis of female delinquents.

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CHAPTER I

STATEMENT OF THE PROBLEM

There are behavioral scientists who, in their desperate search for scientific status, give the impression that they don't much care what they do if only they do it right: Substance gives way to form. And here a vicious circle is engendered; when the outcome is seen to be empty, this is taken as pointing all the more to the need for a better methodology. The work of the behavioral scientist might well become methodologically sounder if he did not try so hard to be so scientific!

Abraham Kaplan, *The Conduct of Inquiry*

Every year girls account for over a quarter of young people in America (FBI, 2002). Despite this, the young women who find themselves in the juvenile justice system by formal arrest referral are almost completely invisible (Chesney-Lind, 2004). The female share of delinquency cases increased steadily from 1991 through 2002 (National Report, 2006). Juvenile court caseload trend differences for males and females vary by offense category (National Report, 2006). Juvenile court caseload trends are different for males and females (National Report, 2006).

Law enforcement agencies in the United States made 670,800 arrests of females under age 18 in 1999 (Juvenile Justice Bulletin, 2000). Between 1990 and 1999, arrests of juvenile females generally increased more (or decreased less) than male arrests in most offense categories (Juvenile Justice Bulletin, 2000). The growth in person offense cases was greater for females (157%) than for males (71%) between 1989 and 1998 (Puzzanchera et al., 2003). Juvenile females accounted for 1,400 arrests, or 8% of all arrests for murder and non-negligent homicide in 1999 (Juvenile Justice Bulletin, 2000). Delinquent females also

accounted for 22% of all arrests for aggravated assault (Juvenile Justice Bulletin, 2000). In 1999, 13% of all juvenile offenders placed in residential placement were female delinquents (Sickmund, 2002). The proportion of females placed in private facilities varied substantially by offense category: 42% held for simple assault, 25% for aggravated assault, and 15% for robbery (Juvenile Justice Bulletin, 2004).

Although case rates are much lower for females than for males, the female rates have increased more sharply in the last decade (Juvenile Justice Bulletin, 2003). Compared with the offense profiles in 1989, both male and female delinquency caseloads had greater proportions of person offense cases in 1998, and males had a greater proportion of drug offense cases (Juvenile Justice Bulletin, 2003). Compared with males, females had a greater proportion of person offense cases and a smaller proportion of drug offense cases (Juvenile Justice Bulletin, 2003). Among females, 47 of 1,000 simple assault cases resulted in court-ordered residential placement and 175 in formal probation (Juvenile Justice Bulletin, 2003). Among females, 105 of 1,000 aggravated assault cases resulted in court-ordered residential placement and 271 in formal probation cases (Juvenile Justice Bulletin, 2003). Females accounted for 13% of juveniles in residential placement (Juveniles in Corrections, 2004). Females in residential placement tended to be younger than their male counterparts (Juveniles in Corrections, 2004). Of all youth in custody, 30% of females were younger than 15 compared with 21% of males (Juveniles in Corrections, 2004). For females in placement, the peak ages were 15 and 16, each accounting for approximately one-quarter of all females in placement facilities. For males, the peak ages were 16 and 17 (Juveniles in Corrections, 2004). Girls who mature early while living in disadvantaged neighborhoods are at increased risk for committing violence (National Criminal Justice Reference Service, 2007).

The most recent data demonstrate that female delinquency is a problem at the state and county level as well. The Texas Youth Commission, the agency charged with handling the incarcerated youth of Texas, has seen a steady rise in female delinquent activity (see figure 1), This increase includes rising rates for offenses against the person such as simple and aggravated assaults. Combined, the aforementioned crimes comprised approximately 40% of all female commitments for the calendar year of 2007.

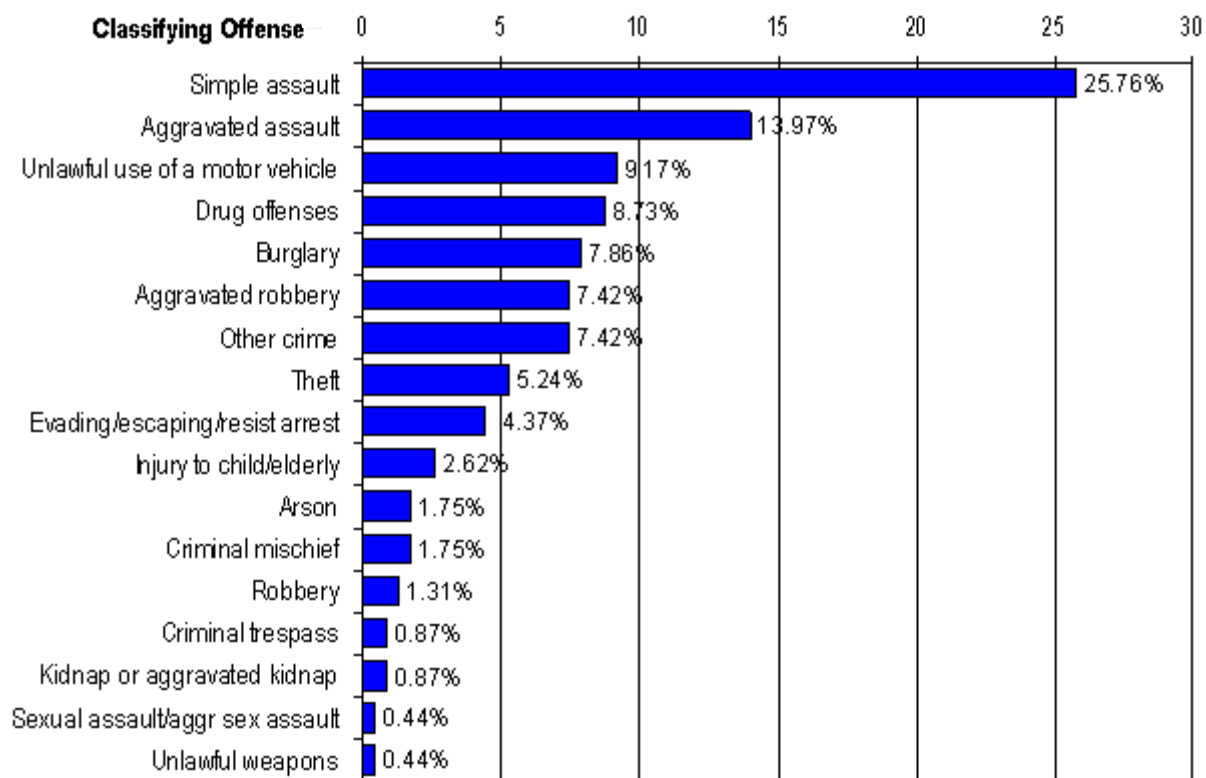


Figure 1. Female offenses for commitment in FY 2007 for TYC as a percentage of total new female commitments.

Although injury to a child or elderly person comprises roughly less than 3% of the TYC populations, rates for the offenses have not seen a significant decline in several years. In addition, aggravated robbery rates have not declined as well. At this time a cautionary note

needs to be highlighted here. Commitment rates for both males and females may have been adversely impacted by the passage of HB 777 (enacted during the 80th legislature). The bill in its present form prevents the sentencing of any youth to TYC that has not been charged with

Table 1. Female Delinquents Sentenced to the Texas Youth Commission
Reported by Frequency and Percentage

Classifying Offense	Frequency	%
Simple assault	59	25.76
Aggravated assault	32	13.97
Unlawful use of a motor vehicle	21	9.17
Drug offenses	20	8.73
Burglary	18	7.86
Aggravated robbery	17	7.42
Theft	12	5.24
Evading/escaping/resist arrest	10	4.37
Injury to child/elderly	6	2.62
Arson	4	1.75
Criminal mischief	4	1.75
Robbery	3	1.31
Criminal trespass	2	0.87
Kidnap or aggravated kidnap	2	0.87
Sexual assault/aggr sex assault	1	0.44
Unlawful weapons	1	0.44

a felony offense (www.legis.state.tx.us). Table 1 gives a detailed description of females committed by frequency and percentages.

The purpose of the study is to ascertain which theoretical framework is the best predictor of self-reported female delinquency. It is hypothesized that certain variables are associated with female delinquency. Currently, the majority of the delinquency research that examines predictors for delinquency is concentrated on the male offender population. Traditionally, female delinquents have been placed in programs that were designed for males. The prevalence of female delinquency has increased over the past 10 years.

Female delinquency has important implications for the field of social work. First, the treatment of female delinquency has important policy and practice implications. Recently, the 77th session of the Texas Legislature passed a bill that states that females must be provided the same level of service intervention as their male counterparts with regard to state services. In other words, as of September 1, 2001, female delinquents now have to receive adequate services as defined by law.

Second, female delinquency has important considerations for forensic social work practice. With the female delinquent population on the rise, it is imperative to find treatment modalities and programs that can adequately address the unique needs of female offenders. Research has shown that females commit crimes for different reasons; therefore, it is of paramount importance to address the proper etiology and treatment of female delinquents in an attempt to curb delinquency rates and recidivism.

Third, as with all crime, female criminality has associated costs as well. Depending on the individual state, it can cost anywhere from \$20,000 to \$40,000 a year to provide for an incarcerated juvenile offender (Hunter, 2000). Female delinquency has costs for taxpayers, victims of crimes, and the families of the delinquents who must endure loss of their children from the home. Also, female delinquents who do not stop committing crimes often become women offenders who eventually end up in the adult prison system (Chesney-Lind & Pasko, 2004).

Fourth, juvenile delinquency is associated with adult offending. In a recent study, Lanctot et al. (2007) interviewed male and female adolescents, and re-interviewed them in when they reached their late twenties. Results indicated that having been institutionalized as an adolescent seriously compromises multiple life domains in adulthood, especially for

females. The data showed that an official delinquent status and a high level of involvement in delinquency during adolescence have independent consequences for male and female adult functioning and wellbeing (Lanctot et al., 2007).

Finally, the increase of adolescent girls' delinquency, especially girls of color, is a current issue disconcerting the minds of legal professionals within the American Bar Association (ABA). Girl violence, girl gangs, and especially a gender disparity in girl status offenders being held in locked juvenile detention facilities, have been crying out for renewed attention in the past five years (Mathis, 2007). Some legal scholars and practitioners note a continued escalation of problems within the female juvenile population (Mathis, 2007).

Scores obtained from the survey were analyzed using linear regression analysis.

Purpose of the Study

The regression model presented for this study investigated which theoretical frameworks were the most salient or fruitful in the prediction of female delinquency. It was hypothesized that the following theories and variables would be predictors for female delinquency: (1) feminist theory and the variables of emotional abuse, (2) physical abuse and sexual abuse, (3) social control (bonding) theory and the variables of involvement in conventional activities, (4) commitment to education, and (5) attachment to parent or caregiver. The dependent variable was delinquency, and this was measured through self-report data. The study's objectives, all related to female delinquency, were to:

1. determine the aggregate impact of these independent variables on the dependent variable, delinquency,
2. identify the individual theoretical framework that has the greatest impact on self-reported delinquency measures.

3. develop some conclusions as to the value of using these theoretical frameworks and independent variables to predict delinquency measures.

4. formulate some recommendations regarding delinquency prevention and intervention programming which programs should consider in efforts to diminish self-reported and official delinquency rates.

5. discuss the implications for micro-level and macro-level social work practice.

CHAPTER II

THEORETICAL FRAMEWORK

The study of criminology is constantly changing based on the political, economic and spiritual concerns of the society (Agnew, 1985). The purpose of this study is to examine the theoretical frameworks of social control and feminist theory, and determine which theoretical framework will be the most salient in the prediction of serious female delinquency. Both frameworks have shown an empirical connection to delinquency. The issue is of paramount importance as research has shown that many antisocial female delinquents grow up to engage in adult criminal behavior (Pajer, 1998). In fact, previous cross-sectional analysis studies report that 60% to 80% of women with criminal records have histories of antisocial delinquent behavior as teenagers (Pajer, 1998).

Despite the fact that girls account for 1 of 4 arrests of juveniles, discussions of delinquency and juvenile justice generally ignore young women and their problems (Chesney-Lind & Pasko, 2004). The system has an increase in young female offenders, which is explained not so much by an actual rise in crime among girls as by the mechanisms of organizational theory (Federle, 2000). Organizational theory holds that institutions perpetuate their own maintenance and survival by transcending their original purpose; hence, crimes committed by young female offenders are effectively upgraded to ensure the juvenile justice system's legitimacy and continued existence (Federle, 2000).

This proposal critically examines the delinquency literature within the framework of sociological (structural), and feminist theory. No one theory is adequate to explain the phenomena of crime and delinquency. Reasons for engaging in crime are multi-causal, not uni-causal. There are multiple models and etiologies that attempt to understand or explain the phenomenon of delinquency. Feminist, social learning, deterministic or biological, and structural theories have allowed for an integration of numerous variables to examine delinquency. This is the basis for discussing theoretical frameworks for this particular study (see table 2). However, the main emphasis will be placed on feminist and social control

Table 2. Theoretical Foundation and Classic Delinquency Theory

Theory Name	Author/Authors	Theoretical Tenets
Feminist Model	Simone de Beauvoir; Chesney-Lind	Pathways to crime caused by abuse victimization. Women viewed as “second class” citizens by society*
Social Control	Travis Hirschi	Attachment, Involvement, Commitment, and Belief. Youth commit crimes when social controls are rendered inoperative. Personality**
Differential Association	Sutherland	A person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of law
Strain Theories	Merton, Durkheim, Agnew & Brezina	Focused on the reasons behind the increased likelihood of deviance that results from the breakdown of society. Female deviance tends to be generated by strain occurring in interpersonal relations
Blocked Opportunities	Cloward & Ohlin	Lower-class male gang delinquency is generated from blocked legitimate economic opportunities through America’s conventional institutions

*Chesney-Lind & Pasko (2004)

**Siegel, Welsch, & Senna (2006)

theory. Other theories are discussed to explore alternate hypotheses for violent female delinquency as it is important in any research undertaking to be fully informed about the previous works related to the area under study. Due to time and budgetary constraints, it is not possible to examine and conduct analyses on all the theories of delinquency. To do such is a massive undertaking that would take several years and require enormous financial resources.

The purpose of this chapter is to: (1) critically review and discuss the various theoretical frameworks and (2) examine the application of using the integration of various models as a framework for female delinquency.

Research has shown that criminal history is a valid and reliable predictor of future criminal activities (Simourd & Malcolm, 1998). Prior number of criminal referrals has been correlated with delinquency and recidivism measures for certain types of offenses (Prentky et al., 2000). Other researchers have examined sex and racial differences in delinquency as well (Jensen & Eve, 1976). When comparing black and white females in the area of fighting, black females are 14% more likely to admit to having beaten up someone on purpose than are white females (Jensen & Eve, 1976).

Studies have shown a link between education and criminal behavior (Jeffords et al., 1998). Previous research on determinants of criminal behavior demonstrates the effects of years of education, cognitive skills, grade point average, and attitude toward school (Arum & Beattie, 1999). Research and practice show that long-term success in helping youth involved in the juvenile justice system prepare for economic self-sufficiency and productive citizenship requires strategies that address the developmental needs of those youth—a solid academic foundation, life skills, and good workplace attitudes and attributes (Task Force on

Employment, 2000). More recent research has demonstrated that employment and career-focused programs can prepare delinquent youth for a successful transition to the workforce if the programs are comprehensive, sustained, and connected to further education in long-term career opportunities (O'Sullivan et al., 2001).

Serious overrepresentation of minorities in the juvenile justice system, from arrest to incarceration, remains a troubling problem (Welsh et al., 1999). Overrepresentation of black juveniles occurs at all stages of the juvenile justice system. In 1996-97, while 26% of juveniles arrested were black, they made up 45% of cases involving detention. Thirty-two percent of adjudicated cases involved black youth, yet 40% of juveniles in residential placement are black. Even recognizing the overrepresentation of black juveniles involved in violent crimes reported by victims (39%), they still accounted for a disproportionate share of juvenile arrests for violent crime (44%) and confinement (45%). This is also true at the state level (Texas Youth Commission, 2001).

For the purpose of this study, variables indicative of girls' survival theory and social control theory will be utilized for study. It was hypothesized that these theoretical frameworks would be the best predictors of female delinquency. Previous frameworks mainly focused on structural variables such as race, age, and socioeconomic status.

Girls' Survival and Social Bonding Theories

For the purpose of this study, social bonding theory was selected for a number of reasons. First, it is more of an integrated theory that deals with groups, sub-groups, oppression, power, and deviant groups, making it more of an eclectic model. Second, attachment is one of the variables that will be considered for analysis, and the researcher

wanted to choose a theory that would consider such a variable. Third, by using social control theory, the researcher can compare his research to other research during the interpretation phase of the analysis. Fourth, social control theory is one of the more recent theories that include aspects of earlier theories. The theory is also more comprehensive than some earlier delinquency theories.

Girls' survival theory, a theory drawn from feminist tradition, was selected because it is one of the more recent theories for explaining female delinquency. The major contributor to the theory, Chesney-Lind, is one of the most influential theorists in the field of female delinquency. The theory also has some empirical evidence to support the theory. This area of female delinquency is beginning to grow, although most of the research is correlation, and not causal. Also, this theory fits the researcher's 13 years of experience in the field. This theory is also one of the premier theories of the constructionist age.

Feminist Theoretical Model of Female Delinquency

Some feminists have suggested that criminology, like other social sciences, is androcentric, that is, study of crime and the justice process is shaped by male experiences and understandings of the social world (Cordella & Siegel, 1996). Such studies form the core of general theories of crime and deviance without taking female experience, as crime participant or victim into account (Cordella & Siegel, 1996).

Feminism is best understood as both a world-view and a social movement that encompasses assumptions and beliefs about the origins and consequences of gendered social organization as well as strategic directions and actions for social change (Cordella & Siegel, 1996). As such, feminism is both analytical and empirical. In its incipient form, feminist

research almost exclusively focused on women as a way of placing women at the center of inquiry and building a base of knowledge (Cordella & Siegel, 1996). Before further discussion of feminism, it is important to include a caveat about the four traditional schools of feminism—liberal, socialist, radical, and postmodern.

Liberal feminism was conceived within a liberal bourgeois tradition that called for women's equality of opportunity and freedom of choice (Cordella & Siegel, 1996). Liberals do not believe the system to be inherently unequal; discrimination is not systemic. Rather, men and women can work together to androgynize gender roles and eliminate outdated policies and practices that discriminate against women (Cordella & Siegel, 1996). Affirmative action, the equal rights amendment, and other equal opportunity laws and policies are advocated as redistributive measures until a meritocratic gender restructuring of society occurs (Cordella & Siegel, 1996).

For socialists, gender oppression is an obvious feature of capitalist societies. Socialist feminists attempt a synthesis between two systems of domination, class and patriarchy (Cordella & Siegel, 1996). Gender difference, as a defining characteristic of power and privilege in a capitalist society, can be attacked only by constructing a completely different society, one that is free of gender and class stratification (Cordella & Siegel, 1996).

The origins of patriarchy, and the subordination of women therein, are seen by radical feminists to rest in male aggression and control of women's sexuality (Cordella & Siegel, 1996). Sex, not gender, is the crucial analytical category; male domination, not class, is the fundamental origin of female subordination (Cordella & Siegel, 1996). Radical feminists' political and social agendas encompass lesbian separatism and technological control of reproduction (Cordella & Siegel, 1996).

Postmodern feminism, originally termed French feminism, has its origins in the work of Derrida, Lacan, and Foucault (Walklate, 2001). There are two themes that draw together the most famous of the French feminists: deconstructionism and the celebration of “otherness” (Walklate, 2001). The exploration of otherness stems from the work of Simone de Beauvoir. For her, to be other (or second), was not recommended (Walklate, 2001). It was a condition that represented oppression (Walklate, 2001).

Difference and deconstruction taken together render meaningless the search for universal truth or a unified concept of the self (Walklate, 2001). Such searches are symptomatic of a phallogentric drive for an ordered, unified universe that feminist postmodernism intrinsically denies (Walklate, 2001). For example, the category “woman,” used as it is to denote all women, is highly problematic, since it denies the diversity and difference present in women’s experiences—white, black, lesbian, and so on (Walklate, 2001). One of the most widely held beliefs concerning female delinquency and crime is that because of the women’s movement during the 1960s and early 1970s, there was a dramatic increase in female criminal activity (Chesney-Lind & Pasko, 2004). Since the 1800s, criminologists have been issuing dire warnings to the effect that the emancipation of women would result in a dramatic change in the character and frequency of women’s crime (Chesney-Lind & Pasko, 2004).

A feminist approach to delinquency means construction of explanations of female behavior that is sensitive to its patriarchal context (Chesney-Lind, 1989). Failure to consider the existing empirical evidence on girls’ lives and behavior can quickly lead to stereotypical thinking and theoretical dead ends (Chesney-Lind, 1989). Our stereotype of the juvenile delinquent is so indisputably male that the general public, those experts whose careers in

criminology have been built studying delinquency, and those practitioners working with delinquent youth, rarely consider girls and their problems (Lind and Pasko, 2004).

In the mid-1970s, with the apparent rise in female official crime and gang delinquency, the connection of feminism and crime was first proposed and integrated in the mainstream of criminological research (McDonough, 1992). Put simply, the original hypothesis argued that the more gender egalitarian society became, the more gender behavior, both legitimate and illegitimate, would converge (McDonough, 1992). Proponents of that school of thought subscribed to the notion that women acted aggressively to become more like men. Female delinquency among teenage girls has skyrocketed, and these girls are eager to act macho and violent, desperate to be all-American and yearning to belong somewhere (Weiler, 1994). In fact, some researchers propose that female delinquency is actually a form of liberation for females (Curry, 1998). By contrast, a feminist model of delinquency should focus more extensively on the few pieces of information about girls' actual lives and the role played by girls' problems, including those caused by racism and poverty, in their delinquent behavior (Lind, 1989). Fortunately, a considerable literature is now developing on girls' lives and much of it bears directly on girls' crime (Lind, 1989).

One of the premier feminist theories for female gang delinquency is the "girls' survival theory" (Chesney-Lind, 1989). The theory surmises that girls are more likely to be the victims of sexual abuse than boys. National statistics show that 8 million girls, or 1 out of every 4, are sexually abused before the age of 18 (Law Enforcement Assistance Administration, 1997). Statistics pertaining to the incidence of physical and sexual abuse and exploitation in the backgrounds of delinquent female juvenile offenders vary from a low of 40% to a high of 73% (Law Enforcement Assistance Administration, 1997). National

statistics indicate as many as 8 million girls are sexually abused before the age of 18 (Campbell, 1995). This holds true for incarcerated female populations as well. Among state prison inmates, 1 in 20 men and 1 in 4 women reported that they had been sexually abused before age 18—1 in 10 men and 1 in 4 women, physically abused (Harlow, 1999). According to the girls' survival theory, many young women are running away from profound sexual victimization at home, and once on the streets they are forced further into crime in order to survive (Chesney-Lind, 1989). In one study, almost one-half (50%) of the incarcerated women surveyed on their backgrounds reported that they had been abused previously while 12% of their male counterparts reported they had been (Weiler, 1999).

Proponents of the feminist model infer that young women, who are on the run from homes characterized by sexual abuse and parental neglect, are forced into the lives of escaped convicts by the very statutes designed to protect them. Unable to enroll in school or take a job to support themselves because they fear detection, young female runaways are forced into the streets. Here they engage in panhandling, petty theft, and occasional prostitution in order to survive (Lind, 1989). Young women in conflict with their parents may actually be forced by present laws into petty criminal activity, prostitution, and drug use (Lind, 1989). More recently, a girl who hits a family member or acquaintance, often while defending herself or attempting to leave, is charged with battery or assault, is placed in the juvenile justice system, and often goes to prison (Weiler, 1999). Abrams and Curran (2000) reviewed the criminalization of adolescent female sexuality during the Progressive Era (1890-1920) in the United States many immigrant and working-class girls were tried for crimes of immorality, confined to reformatories and sometimes forced to undergo sterilization (Abrams & Curran, 2000). This is consistent with other research conducted on

female delinquents that has shown sexual mistreatment as a strong correlate of female gang delinquency (Thompson & Braaten-Antrim, 1998). More recent research confirms these observations. In a study of the background of 96 girls in the custody of the California Youth Authority, researchers compared these results with those of a comparison sample of male youth (Chesney-Lind, 2001). They found that boys were more likely to be traumatized observers of violence, but girls were more likely to be traumatized as direct victims (Chesney-Lind, 2001).

Adolescents with a history of childhood sexual abuse face many problems in their psychological development (Bergen et al., 2004). As a group, juveniles have high rates of violent victimization and violent offending, a pattern suggesting that some juveniles are both victims and perpetrators of violence (Juvenile Justice Bulletin, 2002). To explore that hypothesis, the relationship between violent victimization and violent offending across a two-year period, were analyzed using data for 5,003 juveniles who participated in the National Longitudinal Study of Adolescent Health. The study revealed that juveniles who were victims of violence in year 1 were significantly more likely than non-victims to commit a violent offense in year 2 and to be victims of violence in year 2 (Juvenile Justice Bulletin, 2002). Juveniles who committed a violent offense in year 1 were significantly more likely than non-offenders to commit a violent offense in year 2 and to be victims of violence in year 2 (Juvenile Justice Bulletin, 2002). In general, these patterns were true regardless of age, gender, race, level of physical development, or drug use (Juvenile Justice Bulletin, 2002). Also, very high rates of physical and sexual abuse have been reported by those working with delinquent girls, ranging from a low of 40% to a high of 73% (Chesney-Lind & Pasko, 2004).

Herrera and McCloskey (2003) investigated sexual abuse, family violence, and delinquency. The research found that child sexual abuse emerged as the strongest predictor of girls' violent and non-violent criminal behavior. Those with a history of physical abuse in childhood were more likely to assault their parents (Herrera & McCloskey, 2003). Subsequent research has found similar results.

Siegel and Williams (2003), investigated the relationship between child sexual abuse and female delinquency and found that child sexual abuse victims have more history of arrests for violent crimes.

Recently, a study investigating the risk factors of poverty, single-parent status, sexual abuse reports, and resiliency and found that resiliency factors improved prediction of delinquency beyond risk factors alone (McKnight & Loper, 2002). More recent research has demonstrated that there are links between types of violence and delinquency (Lagasse et al., 2006). Testing abuse and resilience in 517 pregnant teenagers, researchers identified that positive and negative attributes promoted resilience in the face of exposure to violence and other risks (Lagasse et al., 2006).

In addition, a study investigating self-destructive behavior, delinquency, and child sexual abuse found family adversity was a consistent predictor of both self-destructive and delinquent behaviors (Wright et al., 2004). However, violence during the abuse, lower quality mother-daughter relationships, and depression were also related to self-destructive behaviors, while family economic problems and self-blame for the abuse were the only correlates of delinquent behavior (Wright et al., 2004).

Utilizing a cross-sectional study of students in Southern Australia, Graham et al. (2004), examined the relationship between sexual abuse delinquency, and substance use.

Youth completed a 22-item self-report delinquency questionnaire, and results demonstrated that childhood sexual abuse is a risk factor for the development of antisocial behavior and substance use in young adolescents. The control variable of age did not yield any statistical significance.

The issue of sexual abuse is of central importance to youth in foster care. Research has shown that females in foster care have often experienced sexual abuse and are at risk for associating with older antisocial males (Chamberlain et al., 2006). This is not to say that being in foster care is a cause of delinquency. However, current research is definitive regarding the fact that there is an association between the two.

Both physical and sexual abuse have been researched to establish an association between abuse and delinquency. However, there is currently no research that addresses emotional abuse and measures of juvenile delinquency, official or self-reported. Currently, the emotional abuse literature looks at populations of substance abusers, abused children and spouses (Braver et al, 1992; Seaberg, 1993; Tham & Ford, 1995; O'Hearn & Davis, 1997; Keith-Oaks, 1990; Simonelli & Ingram, 1998; Kent & Waller, 1998; Hamamrman & Bernet, 2000; Swanson, 2000; Romeo, 2000; Henderson, 2000, & Rice et al., 2001). The concept of emotional abuse of children presents the potential for major problems with accurate identification because of its reasonably high level of abstraction (Seaberg, 1993).

Emotional abuse is, however, an important concept with far-reaching implications. Emotional abuse may sometimes be overlooked as it is often fused with physical and sexual abuse (Seaberg, 1993). While emotional abuse cannot directly kill, its effects are insidious (Keith-Oaks, 1990). Emotional abuse consists of "internal" injuries and is more difficult to identify (Romeo, 2000). Emotional abuse can be more dangerous to the child's welfare than

other forms of abuse, as it negatively affects the child's self-esteem and self-image, causing devastating, lifelong consequences (Romeo, 2000). Instead of murdering the child, the result is a destruction of the spirit, a loss of the sense of self, a reflection on the ability to succeed, and a barrier to interactions with people (Keith-Oaks, 1990). The aftermath of emotional abuse has been associated with mental illness, eating disorder and certain forms of trauma (Tham & Ford, 1995; Henderson, 2000; Kent & Waller, 1998). The abuse is not just a single event, but also a systematic diminishment of the victim (Romeo, 2000). It is a continuous behavior by the abuser that reduces a child's self-concept to the point where the child feels unworthy of respect, friendship, love and affection (Romeo, 2000).

For the purpose of this analysis, the operational definition for emotional abuse will be the same one previously utilized by Hamamrman and Bernet (2000). Their operational definition took the construct of emotional abuse and divided it into seven categories—rejecting, isolating, terrorizing, ignoring, corrupting, verbally assaulting, and over-pressuring.

Rejecting. Rejecting occurs when the adult refuses to acknowledge the child's worth and the legitimacy of the child's needs. Rejecting behaviors include defining the child as a failure, refusing to show affection to the child, and refusing to acknowledge the child's accomplishments.

Isolating. Isolating behaviors include not allowing the child normal contact with peers, not allowing the child to participate in normal family routine, and locking the child in a room, basement or attic.

Terrorizing. Terrorizing occurs when the adult verbally assaults the child, creates a climate of fear, bullies and frightens the child, and makes the child believe that the world is capricious and hostile.

Ignoring. Ignoring behaviors include failing to stimulate the child in an appropriate manner, not calling the child by name, and showing no affection.

Corrupting. Corrupting behaviors include encouraging and instructing the child in antisocial/delinquent activity, teaching the child sexually exploitative behavior, teaching the child that “bad is good and good is bad.”

Verbally assaulting. Verbally assaulting behaviors include openly telling the child that he/she is worthless and calling the child derogatory or demeaning names.

Over-pressuring. Over-pressuring behaviors include excessively advanced expectations of the child, criticism and punishment of age-appropriate behaviors as inadequate, and making comparisons to those who are very advanced, consistently leaving the child “poor” by comparison (Hamamrman & Bernet, 2000).

Social Bonding Theory

Social control theories (more recently referred to as social bonding theories), maintain that all people have the potential to violate the law and that modern society presents many opportunities for illegal activity (Siegel, 2000). Control theories assume that delinquent acts result when an individual’s bond to society is weak or broken (Williams & McShane, 1998). Since these theories embrace two highly complex concepts, the bond of the individual to society, it is not surprising that they have at one time or another formed the basis of explanations of most forms of aberrant or unusual behavior (Williams & McShane, 1998).

According to control theory, a person is free to commit delinquent acts because his ties to the conventional order have somehow been broken (Hirschi, 1969). In other words, people’s behavior, including criminal activity, is controlled by people’s attachment and

commitment to conventional institutions, individuals, and processes (Siegel, 2000). In terms of norms and values, control theory assumes that there is only one main set of values in society and that this set is prosocial in nature (Hirschi, 1969). Control theory merely assumes variation in morality: for some men, considerations of morality are important; for others due to inadequate socialization, they are not (Hirschi, 1969).

Hirschi has theorized that social control is made up of four major elements. He refers to the first element as the “attachment dimension.” This element refers to the ties of affection and respect between children and such key persons in their lives as parents, teachers, and friends. A strong bond with all three is seen as being a major deterrent to delinquency. The child does not wish to risk the loss of love and respect from his significant others that might result from his carrying through on prohibited lines of action. Attachment to parents, however, is apparently the most important, since it is by parents that children are first socialized. If children are strongly attached to their parents, they are more likely to internalize the norms of society and develop feelings of respect for persons in authority (e.g., teachers) and for equals (e.g., friends) (Hirschi, 1969).

The second element is referred to by Hirschi as the “commitment dimension.” It has to do with the extent to which children are committed to the ideal requirements of childhood, such as getting an education, postponing participation in adult activities like drinking and smoking while dedicating themselves to long-term goals. When children commit themselves to these activities, they will develop a stake in conformity and will be disinclined to engage in delinquent behavior (Hirschi, 1969).

The third element is called the “belief dimension.” Hirschi (1969) wrote that there is variation in the extent to which juveniles believe they should obey the law, and the less they

believe they should obey it, the more likely they are to commit delinquent behavior. Belief in the moral validity of the rules, including laws, is consistently related to measures of attachment and commitment discussed earlier: the child with no desire to go to school, the child with no intimate relationship to his parents, the child who is unconcerned about the opinion of teachers, the child who has little respect for the police, the child who feels no desire for success in conventional terms, is unlikely to feel that the demands of law are binding on his conduct. This variation in the acceptance of social rules is central to social control theory, because the less rule-bound people feel, the more likely they are to break rules (Fatayer, 1982).

According to Hirschi (1969), the fourth element is the “involvement dimension.” This is the equivalent of the traditional belief that “idle hands are the devil’s workshop.” It is a concept that has particular relevance for adolescents since they are in that phase of the life cycle when they are neither under total parental domination nor are they totally free to behave as adults. Hence, large amounts of unstructured time may decrease the effectiveness of the social bond and increase the likelihood of delinquent behavior. By contrast, adolescents who are busy doing conventional things, duties around the home, studying, or engaging in sports, do not have time to be delinquent (Fatayer, 1982).

Inherent in the social control approach is the belief that social controls that serve to check or inhibit deviant motivational patterns are rendered inoperative, and the individual is freed to engage in delinquency without serious damage to his self-image (Williams & McShane, 1998). In an attempt to accomplish this, the juvenile engages in certain techniques that assist her in being able to minimize the degree and seriousness of her criminal offenses. By learning those techniques, originally introduced by Sykes and Matza, the juvenile

becomes delinquent, rather than by learning moral imperatives, values, or attitudes standing in direct contradiction to those of the dominant society (Williams & McShane, 1998).

Rouse and Eve (1991) administered questionnaires to 90 girls in a therapeutic wilderness program to investigate internal social control and differential association. The researchers found that theories used earlier to explain delinquency among boys seemed to work quite well in identifying correlates of most types of deviant behavior reported by adolescent girls in the treatment program (Rouse & Eve, 1991). However, the traditional explanations for male delinquency did not tell the researchers about the motivations behind teenage girls' participation in sexual activities (Rouse & Eve, 1991). With respect to criminal offenses other than drug use, the degree of attachment reported toward parents was clearly an important factor. Greater attachment was related to more pro-social beliefs and to lesser involvement in criminal behavior (Rouse & Eve, 1991).

Empirical tests of social control theory are generally supportive of the theory, particularly with regard to the relationship between attachment, commitment, and delinquency (Costello & Vowell, 1999). Hirschi's (1969) version of social control theory has been corroborated by numerous research studies showing that delinquent youths often feel detached from society (Siegel, 2000). Their relationships within the family, peer group, and school often appear strained, indicating a weakened social bond (Siegel, 2000). Associations between indicators of attachment, involvement, commitment, and belief, and measures of delinquency have tended to be positive and significant (Siegel, 2000). Youths who are detached from the educational experience are at risk of criminality; those committed to school are less likely to engage in delinquent acts (Siegel, 2000). Children who participate in religious activities and hold conventional religious beliefs are less likely to abuse alcohol or

drugs (Siegel, 2000). Cross-national surveys have also supported the general findings of control theory (Siegel, 2000). When control theory was analyzed against differential association, the results were more supportive of control theory than differential association theory (Costello & Vowell, 1999).

Kerpelman and Smith-Adcock (2005), examined reputation enhancement theory, social bonds, and delinquent activity. Findings from the study indicate that bonds to parents affect reputation enhancement beliefs, which, in turn, predict delinquent activity. Furthermore, mother-daughter bonds appear to moderate the relations between reputation enhancement and delinquency, where under the condition of weak bonds to mother, the relationship between reputation and delinquency is the strongest (Kerpelman & Smith-Adcock, 2005).

Chapple et al. (2005) investigated gender, social bonds, and delinquency, using multiple group structural equation modeling, and found that neither the measures of the social bond nor their relationships with property crime are gender-specific. The structural relationship between the elements of the social bond and violent delinquency differs slightly for girls and boys (Chapple et al., 2005).

For the purpose of this study, variables indicative of girls' survival theory and social bonding theory will be utilized for study. It is hypothesized that these theoretical frameworks will be the best predictors of female delinquency. Those frameworks mainly focus on abuse variables and structural variables such as race, age, and socioeconomic status.

Due to the large number of male offenders, both juvenile and adult, the criminal justice literature is predominantly devoted to the study of males. Many of the early theories of delinquency were created in an attempt to explicate the motivation of juvenile delinquent

males to commit crimes against property and persons (Stiles, Liu, & Kaplan, 2000). Theories of male criminology have placed a greater emphasis on peer influence, economic and political influence, and the access to educational and job opportunities than have theories of female crime (Rowe et al, 1995). In contrast, theories of female crime put a greater emphasis on females' personal maladjustments; crime was typically attributed to women's biological or psychological make-up (Rowe et al, 1995).

Although the risk factors and predictors of male delinquency are somewhat defined in the professional literature, the same is not true for female delinquency. Girls' invisibility in theories has doggedly followed them in almost every way imaginable. Practical policies and institutional responses have focused almost exclusively on boys and men, and research by scholars on institutional responses has been conducted largely on boys and men (Belknap, Holsinger, & Dunn, 1997).

The aforementioned research proposal was conducted on Child Protective Services youth, some of which were placed in long-term residential foster care. This sample is important for study as recent research has demonstrated that youth with foster care experience are four times more likely to be early start delinquents than youth with no foster care experience (Alltucker et al., 2006). The specific study examined a sample of 531 previously incarcerated male and female youth. In the study, there were more early start female delinquents than female late start delinquents. This research finding suggests differences from existing literature that has identified females as being more likely to be late start juvenile offenders than early start juvenile offenders. This is not to infer that foster care experience is a causal factor in delinquency. Very likely, youth who enter foster care have

multiple hardships before they enter foster care that may contribute to their decreased wellbeing (Alltucker et al., 2006).

In addition to criminologists in the field, lawyers are now taking a serious look at youth in the foster care system as an issue for at risk youth. Many lawyers are concerned about foster children being released to the streets at age 18 with little or certain inadequate preparation for life (Mathis, 2007). The American Bar Association (ABA), points out that thousands of youth are annually forced out of their foster homes, and the assistance of child welfare agencies may stop. The ABA is currently examining legal reforms, changes in family court, and enhanced legal advocacy for foster children.

After an in-depth review of pertinent recent and classical research, there appears to be a gap in the literature regarding models that utilize all abuse associated variables and delinquency in one research effort. Most studies have combined one or two types of abuse, but have not studied the constructs of sexual, physical, and emotional abuse concurrently. In addition, there have been numerous studies on social bonding and delinquency, but most have only tapped into one or two constructs at once.

Prior to this investigation, it was not known if a model combining survival theory and social bonding would be fruitful in the prediction of female delinquency. This caveat brought a few researchable questions to mind. What would be the results if both the theories were tested using most or all of the associated dimensions? What would be the result if both models were combined? Would the associated variables of one theory be a better predictor than associated variables of the other theory? In an effort to address research questions, the following hypotheses were developed for research study:

H¹ Sexual abuse will be a significant predictor of delinquency. The higher the score on sexual abuse, the higher the score on delinquency. A substantial number of participants will score high on the abuse constructs.

H² Physical abuse history will be a significant predictor of serious delinquency. The higher the score on physical abuse, the higher the score on serious delinquency.

H³ Emotional abuse history will be a significant predictor of serious delinquency. The higher the score on emotional abuse, the more serious the delinquency.

H⁴ (a) Social Control variable- attachment to family will be a significant predictor of delinquency. The further detached a delinquent is from family, the higher the serious delinquency score.

H⁴ (b) School engagement will be a significant predictor of delinquency. The more a female is committed to education, the lower the female delinquency.

H⁴ (c) Involvement in conventional activities and organizations will be a significant predictor of delinquency. Those females heavily involved in organizations will score low on the delinquency measures.

CHAPTER III

METHODOLOGY

Several divergent but related theoretical perspectives surrounding delinquency have emerged in the delinquency literature. These include the following theories: psychodynamic/psychiatric, behavior, feminist, attachment, blocked opportunity, substance abuse, structural, behavior, social control, and strain. The purpose of this study is to examine the theoretical frameworks of girls survival theory and social bonding, to ascertain which framework is the most salient in the prediction of delinquency, and to determine which theory explains the greatest amount of variance in the dependent variable.

Research Design

The Department of Health and Human Services (DHHS), under the auspices of the *Personal Responsibility and Work Opportunity Reconciliation Act of 1996* (PL-104-193), authorized a longitudinal study that culminated in the original data set for the current secondary analysis. The study was intended to answer a range of fundamental questions about the outcomes for abused and neglected children and their involvement in the child welfare system. The resulting study, named the National Survey of Child and Adolescent Well-Being, or NSCAW, was designed by a federal steering committee at DHHS with consultation from a wide range of child development and child welfare experts. These experts wanted to address crucial program, policy, and practice issues of concern to the federal, state, and local governments, and child welfare agencies. NSCAW is the first

national study of child welfare to collect data from children and families, and the first to relate child and family wellbeing to family characteristics, experience with the child welfare system, community environment, and other factors.

The NSCAW design is a fixed panel longitudinal design with three waves of data collection. One of the advantages of the fixed panel design is that many measures are collected at multiple time points, so analysis of change in those measures is possible. The first wave was data rich with demographics and information, so it was the data set of interest for this study. The second wave, or wave 2, did not involve youth measures, but instead was designed for parents, caregivers, caseworkers, and protective services administration. Children selected into the sample at baseline (in 1999 and 2000) were followed over time, and data were collected again approximately 18 months after baseline (wave 3) and approximately 36 months after baseline (wave 4). In addition to children, current caregivers, caseworkers, and teachers were also surveyed at all three waves. The National Survey of Child and Adolescent Well-Being (NSCAW) consists of data collected during a five-wave research survey of Child Protective Services youth (CPS sample), and youth placed in out-of-home foster care for over a year (LTFC sample). The CPS sample consists of youth who are the subject of child abuse or neglect investigations conducted by Child Protective Service agencies. The youth from wave 1 were extracted for the present analysis.

Sample

Familiarity with the NSCAW design is crucial to appropriate use of the data. The NSCAW cohort includes 5,501 children, ages birth to 14 (at the time of sampling), who had contact with the child welfare system within a 15-month period that began in October 1999. These children were selected from the following group:

- 5,501 interviewed from those who were subject of child abuse or neglect investigations conducted by Child Protective Services (CPS) during the reference period (October 1999 - December 2000) and referred to as the CPS sample

This sample design required over-sampling of infants (to ensure there would be enough cases going through to permanency planning), sexual abuse cases (to ensure there would be enough cases to have sufficient statistical power to analyze this kind of abuse alone), and cases receiving ongoing services after investigation (to ensure adequate power to understand the process of services). The age of children at investigation was capped at 14 years of age to increase the likelihood that youth could be located—a task made more difficult when youth emancipate. This approach allows for a generation of national estimates for the full population of children and families entering the system, with power to consider key sub-groups of the child welfare population. In response to the mandate in the authorizing legislation, the sample was designed to also calculate state-level estimates for the eight states with the largest numbers of CPS cases. Both children who remain in the system and those who leave the system were followed for the full study period. This included children in both the CPS and LTFC cohorts. The current overall study design from the original research provides for:

- baseline face-to-face interviews or assessments with children, their parents or other permanent caregivers, non-parent adult caregivers (e.g., foster parents, custodial kin caregivers) if applicable, teachers (for school-aged children), and child welfare investigators
- interim interviews at 12 months after the close of the investigation or assessment (for children in the CPS cohort) or approximately 24 months after placement in out-of-home care (for children in the LTFC cohort) focused on the services received since the baseline interview. With the current caregiver, these interviews were primarily conducted by telephone, although families that could not be contacted by phone were interviewed in person, and included a brief child well-

being measure. This round also included interviews with services caseworkers, conducted in person.

- face-to-face interviews or assessments with children, their parents or other permanent caregivers, non-parent adult caregivers (e.g., foster parents, custodial kin caregivers), if applicable, teachers (for school aged children), and child welfare workers at 18 months (wave 3), at 36 months (wave 4), and at 59-96 months (wave 5) after the close of the investigation or assessment.

These 6,228 children were selected from 92 Primary Sampling Units (PSUs) in 97 counties nationwide. The sample of investigated/assessed cases included both cases that the target population for the NSCAW CPS sample was modified to be “all children in the U.S. who are subjects of child abuse or neglect investigations (or assessments) conducted by CPS and who live in states not requiring agency first contact.” The NSCAW sample was selected using a two-stage stratified sample design. At the first stage, the U.S. was divided into nine sampling strata. Eight of the strata correspond to the eight states with the largest child welfare caseloads, and the ninth stratum consists of the remaining 42 states and the District of Columbia. Within each of these nine strata, primary sampling units (PSUs) were formed and selected. The within PSU sampling frame for selecting children for the CPS sample was constructed from lists or files of children who were investigated for child abuse or neglect within the sample PSUs during the months of October 1999 to December 2000. The sampling frame for the long term foster care (LTFC) sample was constructed from lists or files obtained from the sampled PSUs. The LTFC sample selection period was December 1999 through February 2000 (National Survey of Child and Adolescent Well-Being, 2002).

The sample PSUs were randomly selected using a probability-proportionate-to size (PPS) procedure that gave a higher chance of selection to PSUs having larger caseloads. To counterbalance this propensity to select areas having the largest caseloads, the sampling

scheme prescribed selecting the same number of children within each PSU regardless of PSU size. In this manner, a child who was investigated for child abuse or neglect during the NSCAW sampling period would be included in the sample with approximately equal probabilities within sampling strata regardless of the relative size of the PSU.

The within PSU sampling frame for selecting children for the CPS sample was constructed from lists or files of children who were investigated or assessed for child abuse or neglect within the sample PSUs during the months October 1999 through December 2000.

Hypotheses

The nine independent variables of interest are: ethnicity, emotional abuse, sexual abuse, physical abuse, school engagement, closeness and relationship with care giver, income, and age. The specific hypotheses to be tested as related to this study are:

H¹ Sexual abuse will be a significant predictor of delinquency. The higher the score on sexual abuse, the higher the score on delinquency. A substantial number of participants will score high on the abuse constructs.

H² Physical abuse history will be a significant predictor of serious delinquency. The higher the score on physical abuse, the higher the score on serious delinquency.

H³ Emotional abuse history will be a significant predictor of serious delinquency. The higher the score on the emotional abuse scale , the more serious the delinquency.

H⁴ (a) Social Control variable- attachment to family will be a significant predictor of delinquency. The further detached a delinquent is from family, the higher the delinquency score.

H⁴ (b) School engagement will be a significant predictor of delinquency. The more a female is committed to education, the lower the female delinquency.

H⁴ (c) Involvement in conventional activities and organizations will be a significant predictor of delinquency. Those females heavily involved in organizations will score low on the delinquency measures.

Independent Variables

School Engagement

The scale was constructed using an 11-item scale (see table 3).

Ethnicity

The original researchers for this study coded ethnicity as it related to being Hispanic. Ethnicity categories for this sample are coded as; Non-Hispanic White, Non-Hispanic Black, Hispanic, and Other. The group coded as Other is comprised of Asians, Native American Indians, and Hawaiian Island Pacific.

Socio-economic Status

Income was collected by the program and defined as financial resources available to the child's household (NSCAW, 2002). This variable was measured via whether or not families received TANF (Temporary Aid for Needy Families).

Age

For the purpose of this analysis, age was included as a demographic variable. By control through inclusion, it is meant that an extraneous variable is included in the design analysis so that its potential effects on the dependent variable may be studied (Pedhazur & Schmelkin, 1991).

Table 3. Reliability and Validity Diagnostics for Independent Variables in Current Analysis

<p>Trauma Symptom Checklist for Children (TSCC); Briere, 1989</p>	<p><i>Domains:</i> Anxiety, depression, post-traumatic stress (PTS), sexual concerns, dissociation, anger</p> <p><i>Yields:</i> Total & subscale raw scores</p> <p><i>Age range:</i> 8</p>	<p>3,008 children combined from 3 nonclinical samples in Illinois, Colorado, and Minnesota sample representative of gender and ethnicity</p> <p><i>Internal consistency:</i> $\alpha = .82, -.89$</p> <p><i>Concurrent validity:</i> with CBCL $r = .72, -.80$</p> <p><i>Reliability: Internal consistency</i> (Standardization sample for PTS scale) $\alpha = .87$</p> <p><i>Convergent Validity:</i> CBCL Youth-report Internalization correlated most with PTS: $r = .75$ with $p < .01$</p>	<p>Briere, 1989; Lanktree, Briere, & Hernandez, 1991; Briere 1996</p>
<p>Parent-Child Conflict Tactics Scales (CTSPC); Straus, Hamby, Finkelhor, Moore, and Runyan (1998)</p>	<p><i>6 scales:</i> nonviolent discipline, psychological aggression, physical assault, supplemental questions on discipline in the previous week, neglect, and sexual abuse</p> <p><i>Age range:</i> all ages</p>	<p>Nationally representative sample of 1,000 U.S. children</p> <p><i>Alpha reliability:</i> $r = .55$ (Overall Physical Assault), $r = .60$ (Psychological Aggression), $r = .70$ (Nonviolent Discipline), $r = .22$ (Neglect), $r = -.02$ (Severe Physical Assault)</p> <p><i>Test-retest reliability:</i> data not yet available for CTSPC, it is available from the three studies using the parent-to-child physical assault scale of the original CTS. The low internal consistency reliability of the severe assault scale is because the items measure rare events.</p>	<p>Straus, Hamby, Finkelhor, Moore, & Runyon (1998).</p>

Table 3—Continued.

<p>Violence Exposure Scale for Children (VEX-R); Fox & Leavitt, 1995</p>	<p><i>Domains:</i> Witness or victim of violence at school, home, neighborhood, or on TV Age range: \$6</p>	<p>134 Israeli children in the second and fourth grades of two schools and their mothers, 155 Families with children ages 3 ½ to 4 ½ living in a low-income, moderately violent neighborhood, near Washington, D.C., predominantly African-American, Israeli children:</p> <p><i>Reliability:</i> Cronbach's " = .822-.824 (mild violence), "= .484 - .562 (severe violence) Home Subscale: "=.514 (mild violence), "=.040 (severe violence)</p> <p><i>Validity:</i> There was no significant differences between child report as witness compared to victim regarding mild violence at home. There were no reports of child as victims of severe violence at home and very few reports of child as witness. Negative correlation between PRQ scores and child report of exposure to mild violence as a witness at home, r(134)= -.230, p<.05 and exposure to mild violence as a victim at home, r (134)=-.385,p<.01 D.C. Children:</p> <p><i>Reliability:</i> Cronbach's " = .80 (mild violence), "= .86 (severe violence)</p> <p><i>Validity:</i> Discordance between parent and child reports</p> <p><i>Internal Consistency for NSCAW:</i> Cronbach's "=.96 for Total; Subscales range from .86 to .92</p>	<p>Fox & Leavitt 1995; Raviv, Dar, Fox, Leavitt, Shahinfar, Raviv, Greenbaum, & Erel; & Shahinfar; Fox, Leavitt, & Richters</p>
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Abuse Variables

Physical, sexual, and emotional abuse were measured using the Violence Exposure Scale for Children (VEX-R) (Fox & Leavitt, 1995). For in-depth detail of instruments and measures for study, refer to table 3.

Social Bonding Variables

Social bonding variables will be measured using the Rochester Assessment Package for Schools—Self-Report Instrument for Middle School Students (RAPSSM); James P. Connell, 1998 *Domains*: Engagement, Beliefs about Self, and Experiences of Interpersonal Support; *Subdomains*: Ongoing Engagement, Reaction to Challenge, Perceived Competence, Perceived Autonomy, Perceived Relatedness, Experiences of Support From Parents, and Experiences of Support From Teachers; *Age range*: 112,429 male and female subjects from three middle schools in an urban school district and one from an adjacent suburban district; stratified by gender and ethnicity; *Reliability*: Construct: Parental Emotional Security $r_{ii}=0.49$, $r=0.74$ (all students); Construct: Peer Emotional Security $r_{ii}=0.40$, $r=0.73$ (all students); Subdomain: Perceived Parental Support $r_{ii}=0.27$, $r=0.86$ (all students); *Validity*: Parental Emotional Security: High Risk, Optimal, and High Risk v. Optimal (extreme groups)—correlations and phi coefficients of 0.10-0.50 (all significant at $p<.0001$); Peer Emotional Security: High Risk, Optimal, and High Risk v. Optimal (extreme groups)—correlations and phi coefficients of 0.10-0.50 (all significant at $p<.0001$); Parental Support: High Risk and Optimal—correlations and phi coefficients of 0.10-0.50 (all significant at $p<.0001$); High Risk v. Optimal (extreme groups)—correlations and phi coefficients of 0.51

and higher (all significant at $p < .0001$); *Internal Consistency for NSCAW*: Cronbach's "for overall Relatedness score=0.88 (the only score used).

Subscales scores were not used because while Cronbach's alpha for the Parental Emotional Security and Involvement were fair (0.65 to 0.76), alpha was very low for Autonomy Support and Structure. Additional measures for youth involvement and school engagement were collected using the Youth Self Report and the Drug Free Schools (DFSCA) Outcome Study Questions. School achievement was measured using the Mini Battery of Achievement (MBA).

Dependent Variable

Delinquency

The dependent variable of interest in this research analysis is delinquency. Delinquency scores were obtained using the Youth Self-Report or YSR (Achenbach, 1991). The measure examines various problem behavior scales (including delinquent and aggressive behavior) and 3 compiled (Internalizing, Externalizing, and Total Problems) measures. The standardization for this instrument was derived from a sample of 1,719 children out of a pool of 1,942, ages 11 to 18 who were considered to be healthy (i.e., did not receive mental health services or special remedial school in past 12 months). Sample is representative in terms of gender, socio-economic status, ethnicity, and region. Norms are provided for boys and girls separately divided into two age groups each. *Test-retest reliability*: Whole sample $r=0.80$ (Total Competence), $r=0.79a$ (Total Problems), $r=0.80ab$ (Internalizing); $r=0.81ab$ (Externalizing); Boys $r=0.74$ (Total competence), $r=0.78$ (Total Problems), $r=0.76$ (Internalizing); $r=0.80$ (Externalizing); Girls $r=0.84$ (Total Competence),

Table 4. Reliability and Validity for Dependent Variable

Title, Publisher	General Description	Psychometrics	References
<p>Youth Self-Report (YSR); Achenbach, 1991; University Associates in Psychiatry; Burlington, VT</p>	<p><i>Problem behavior scales:</i> 8 syndromes (Withdrawn, Somatic Complaints, Anxious / Depressed, Social Problems, Thought Disorder, Attention Problems, Delinquent Behavior, Aggressive Behavior); and 3 compiled (Internalizing, Externalizing, and Total Problems);</p> <p><i>Social competence scales:</i> Total Competence and Activities and Social;</p> <p><i>Yields:</i> raw scores and standardized scores</p> <p><i>Age range:</i> \$11</p>	<p>1,719 children out of a pool of 1,942 ages 11 to 18 who were considered to be healthy (i.e., not received mental health services or special remedial school in past 12 months). Sample representative in terms of gender, SES, ethnicity, and region. Norms are provided for boys and girls separately divided into two age groups each.</p> <p><i>Test-retest reliability:</i> Whole sample $r=0.80$ (Total Competence), $r=0.79a$ (Total Problems), $r=0.80ab$ (Internalizing); $r=0.81ab$ (Externalizing); Boys $=0.74$ (Total Competence), $r=0.78$ (Total Problems), $r=0.76$ (Internalizing); $r=0.80$ (Externalizing); Girls $r=0.84$ (Total Competence), $r=0.86a$ (Total Problems), $r=0.85a$ (Internalizing); $r=0.84ab$ (Externalizing). aTime 1 > Time 2, $p<.05$, by t test. bWhen corrected for the number of comparisons, Time 1 vs. Time 2 difference was not significant.</p> <p><i>Internal Consistency for NSCAW:</i> Total " $=0.96$, Externalizing " $=0.90$, and Internalizing " $=0.90$. A number of translations of the instrument are available. Comparisons with appropriate age and sex group norms are possible. Psychometric properties of the Social Competence scales need additional research. Reading level of the adolescent may affect time required to complete the instrument.</p>	<p>Achenbach 1991c; Elliott & Busse</p>

$r = 0.86a$ (Total Problems), $r = 0.85a$ (Internalizing); $r = 0.84ab$ (Externalizing). a Time 1 > Time 2, $p < .05$, by t test B. When corrected for the number of comparisons, Time 1 vs. Time 2 difference was not significant. *Internal Consistency for NSCAW*: Total $\alpha = 0.96$, Externalizing $\alpha = 0.90$, and Internalizing $\alpha = 0.90$. The specific scores analyzed will be for youth 11-14 years of age. See table 4 for a breakdown of diagnostics for the dependent variable.

For the purpose of this study, delinquency was measured on a Likert scale. Scale was comprised of 72 items that measured self-reported juvenile delinquency. Youth were asked whether or not they had committed an offense, and then asked how many times they had committed the act in the last six months.

Protection of Human Subjects

Principal investigator did not have any access to name or identity of any of the original participants. In addition, upon completion of research, the data set was returned or destroyed if requested by the Inter-University Consortium for Political and Social Research. The original process of obtaining IRB (Institutional Review Board)) approval involved meeting with the RTI (Research Triangle Group) and the U.S. Department of Health and Human Services IRB Committee five months before the pilot study began. The original researchers assessed a risk/benefit ratio and procedure for gaining cooperation. Children already removed to foster homes were assessed reduced risk for further trauma. Children in foster care were determined to be at minimal risk with no special requirements beyond permission from their legal guardian (usually agency staff, the foster parent, or a family court judge, but sometimes the “parent” from whom they were taken). Children still in custody were judged at greater than minimal but less than substantial risk. The IRB committee

required that both caregivers (if more than one resided in the household) be present for the explanation of the study prior to the informed consent process. An exception was allowed if the field interviewer detected one caregiver's concerns about the other's reaction to the study or concerns about intimate partner violence.

Additionally, all consent and assent forms spoke to the limitations of promises of confidentiality in the plainest language possible. To mitigate risks, the committee required that reminders of the limitations on data confidentiality be inserted throughout the interview. The interview for young children as young as seven included indicators for suicidal intent. Upon recognition, a report was immediately filed with the caregiver before the interviewer could leave the home. Using definitions for serious ongoing abuse, the NSCAW study team identified questionnaire items that could elicit information regarding mandatory reports, developed scripted probes to help clarify the situation, and discussed ways field representatives were to interact with both respondents and local child welfare agency staff in mandatory reporting and other distressing situations. Calls to authorities to report suspected abuse were made by study staff in the central office so that the appropriate context (e.g., responses to survey questions versus directly communicated information) could be conveyed in a standardized manner.

Consent letters were mailed to all study participants prior to the beginning of research study (see appendix A). This included mailings to youth, caregivers, and caseworkers, although caseworker responses were not utilized for this analysis as data obtained does not refer to delinquency measures. A detailed description of study accompanied all letters sent to participants. Researcher for this study received an exemption approval letter from The University of Texas at Arlington Institutional Review Board (see appendix B).

Procedures

The original data were collected using Statistical Packages for the Social Sciences (SPSS). The researcher ensured that all analysis was conducted in SPSS Graduate Package Version 16.0. Data analysis was conducted on wave 1 as it contained all of the demographic variables of interest, not included in subsequent waves.

Data Analysis

Regression analysis was used to estimate the relationship between the independent variables and the dependent variable, delinquency. In this particular study, every independent variable was tested. Multiple regression analysis is a general statistical technique used to analyze the relationship between a single dependent variable and several independent variables (Hair et al., 1992). The objective of regression analysis is to help predict a single dependent variable from the knowledge of one or more independent variables (Hair et al.). Multiple regression is preferred over simple regression as it allows for the control or partialing the effects of the other variables in the equation. In multiple regression, the regression coefficients tell the strength of the effects of one variable on another while controlling for the other variables.

Additional analyses were run to ensure that the basic assumptions of the model have not been violated. First, partial regression plots were created to test for linearity. Second, a Levene test for homogeneity of variance was run, which measures the equality of variances for a single variable or pair of variables (Hair et al., 1992). Third, the residuals were plotted against any possible sequencing variable. Fourth, the assumption of normality of the error

term distribution and individual variables were addressed by the use of normal probability plots.

Another assumption addressed was the assumption of independence of the predictor variables. Multicollinearity refers to the correlation between three or more independent variables (Hair et al., 1992). For the purpose of this study, multicollinearity was identified by variance inflation factor (VIF) and tolerance values. Tolerance is the amount of variability of the selected independent variable not explained by the other independent variables (Hair et al.). Thus, very small tolerance values and large VIF values denote high collinearity. Multicollinearity will be addressed through the omission of one or more highly correlated predictor variables, and the attempt to seek other variables to help the prediction. All computations will be analyzed using the 0.05 level of significance in an attempt to assert that there are only 5 chances in 100 that results could have occurred by chance alone.

Once all computations were completed in SPSS, they were analyzed and presented in table format. The researcher was able to assert with statistical significance that certain independent variables were associated with increased violent delinquency scores. Beta weights were calculated and analyzed. Correlations, 0-order, were also calculated for each variable. Multiple R and R Square was analyzed for the set of variables tested.

No research study, no matter how thorough is without limitations. In addition, there were cultural limitations, as all ethnic groups may not be represented. Also, any findings must be generalized with cautions as generalizations cannot extend beyond the confines of research study and design.

CHAPTER IV

RESULTS

The data analysis relating to the testing of research hypotheses 1-6 will be discussed in this chapter. Results will be discussed in order of numbered hypothesis, starting with hypothesis 1 and ending with hypothesis 4. Regression analysis was used to estimate the relationship between the independent variables and the dependent variable, delinquency. In this particular study, every independent variable was tested. Multiple regression analysis is a general statistical technique used to analyze the relationship between a single dependent variable and several independent variables (Hair et al., 1992).). The objective of regression analysis is to help predict a single dependent variable from the knowledge of one or more independent variables (Hair et al.). Multiple regression is preferred over simple regression as it allows for the control or partial out the effects of the other variables in the equation. In multiple regression, the regression coefficients tell the strength of the effects of one variable on another while controlling for the other variables.

Below is the proposed model prior to regression analysis.

Linear Regression Model:

$$Y = B_0 + B_{\text{trauma}}X_1 + B_{\text{physical}}X_2 + B_{\text{emotional}}X_3 + B_{\text{attachment}}X_4 + B_{\text{school}}X_5 + B_{\text{conventional}}X_6$$

Variables

Y = Female delinquency

X₁ = Sexual Abuse trauma

X₂ = Physical Abuse

X₃ = Emotional Abuse

X₄ = Attachment to Parent/Caregiver

X₅ = School Engagement (commitment to education)

X₆ = Involvement in conventional activities

Before analysis, one must keep in mind the persistent problem in doing quantitative analysis with delinquent female offenders. The issue prevalent in such research being taken is the “curse of small numbers,” also known as “the curse of small sample size.” However, since this population has been growing since 1995, efforts to investigate the phenomena should be undertaken in order to better understand the needs of this specialized group.

Before discussing study outcomes, it is important to provide a few tables in order to understand the composition of female delinquents in the sample for wave 1. Therefore, measures of central dispersion will be discussed first. There were a total of 280 female delinquents cases in the first wave of the study (n=280). The mean age for the sample was 12.72, with a median age of 13 years, and a mode (most frequently occurring score) of 14 years. A more precise sample description is outlined in table 5.

Table 5. Demographic Breakdown of Delinquents in Wave 1 of NSCAW—Age in Years

Frequency	%	Valid Percent		Cumulative %
Missing	1	0.4	0.4	0.4
11	66	23.6	23.6	23.9
12	49	17.5	17.5	41.4
13	68	24.3	24.3	65.7
14	73	26.1	26.1	91.8
15	22	7.9	7.9	99.6
16	1	0.4	0.4	100.0
Total	280	100.0	100.0	

Ethnicity demographic information for the sample was collected at the beginning of the study, and wave 1 is the only wave of the sample that looked at various ethnic groups. Waves 3 and 4 only examined ethnicity with regard to whether the youth was of Hispanic

origin. The original researcher, the Triangle Group, collected all ethnicity information using Hispanic ethnicity as the reference group. The ethnic background is outlined in more detail below (see table 6).

Table 6. Ethics Representation by Group for Wave 1

	Frequency	%	N
Black/Non-Hispanic	59	21	59
White/Non-Hispanic Origin	139	50	139
Hispanic	47	16	47
Other	35	13	35
Total			280

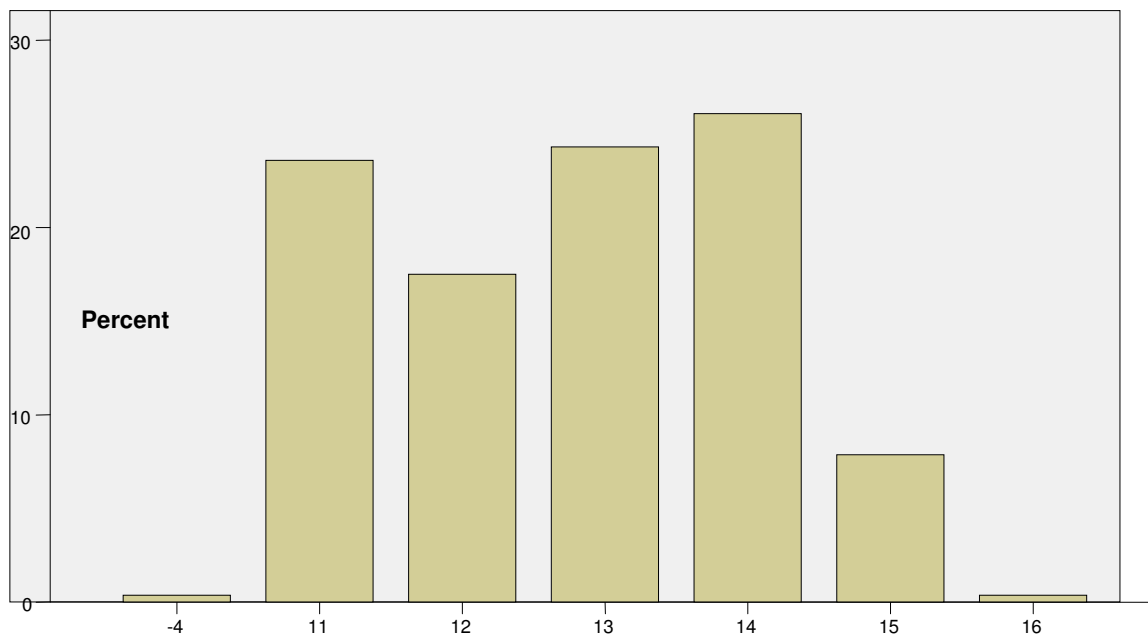


Figure 2. Child age in years—wave 1.

Hypothesis 1

Hypothesis 1 states that sexual abuse will be a significant predictor of female delinquency. The higher the score on sexual abuse, the higher the score of serious delinquency. It was hypothesized that a substantial number of participants would score high on the sex abuse construct. Consistent with the hypothesis, several subjects scored high on this construct. In addition, sexual abuse was the most reported form of abuse and maltreatment for the sample (see table 7). Eighty-six respondents, or 30.7% of the sample reported sexual maltreatment as their type of abuse and or neglect.

Hypothesis 2

The second hypothesis states that physical abuse will be a significant predictor of female delinquency. It was hypothesized that the relationship between physical abuse and female delinquency is directional with higher scores of physical abuse predicting higher delinquency scores. Multiple regression analyses, utilizing linear regressions, were conducted on the sample and results yielded an association between physical abuse and delinquency. As hypothesized, subjects with higher physical abuse scores tended to have higher delinquency scores, $n=280$, $df=279$, $p=.000$.

Beta weights give an indication to the strength of relationships between independent and dependent variables (Hair et al., 2002). The beta weight for physical abuse indicated a positive relationship with female delinquency (see table 7). Correlation of three or more independent variables, or multicollinearity, is of extreme importance in advanced statistical research (Hair et al.). Failure to identify correlation of independent variables can lead to false interpretations of data as one or more independent variables may actually be measuring the same research construct. In addition to beta weights, collinearity diagnostics were within

Table 7. Child Type of Abuse/Neglect

	Frequency	%	Valid %	Cumulative %	
Valid	-4 Missing	22	7.9	7.9	7.9
	-1 Don't know	1	0.4	0.4	8.2
	1 Physical maltreatment	71	25.4	25.4	33.6
	2 Sexual maltreatment	86	30.7	30.7	64.3
	Emotional maltreatment	21	7.5	7.5	71.8
	Physical Neglect (didn't provide)	20	7.1	7.1	78.9
	Physical Neglect (no supervision)	38	13.6	13.6	92.5
	Abandonment	8	2.9	2.9	95.4
	Moral/legal maltreatment	1	0.4	0.4	95.7
	Educational maltreatment	8	2.9	2.9	98.6
	Other	4	1.4	1.4	100.0
	Total	280	100.0	100.0	

desired limits for the construct of physical abuse ranging from 0.00 to 0.51. Collinearity statistics yielded acceptable VIF (variance inflation factor) statistic of 1.220, well below any unacceptable limits of 10.00 or higher.

As hypothesized sexual abuse, measured by the trauma scale, was a significant predictor of female delinquency, $n=280$, $df=279$, $p=.037$. However, beta weight (-0.122)

indicated an inverse relationship between trauma and delinquency. In other words, as trauma increases, delinquency decreases.

Hypothesis 3

Hypothesis 1 states that emotional abuse history will be a significant predictor of serious delinquency. The hypothesis was stated to purport that the higher the score on emotional abuse, the more serious the delinquency. This hypothesis was originally formulated by the researcher to address the emotional abuse domain of child maltreatment. In order to identify exact scale items, an exploratory factor analysis was conducted on items extracted from the Violence Exposure Scale for Children (VEX-R) (Fox & Leavitt, 1995). Initial iterations using Varimax rotation found items to load on a single factor with respectable factor loadings of 0.4 or higher. However, items failed to meet criteria for reliability. Reliability analysis for the 4 extracted items yielded a Cronbach's alpha of 0.52. Due to the unacceptable range of reliability scores, the scale proposed for measuring the construct of emotional abuse was not a reliable measure for wave 1. Using such a scale posed a precarious threat to the study reliability.

Hypothesis 4

Hypothesis 4 states that three of the agents of social bonding—attachment to parent or caregiver, commitment to education, and involvement in conventional activities—would be significant predictors of female delinquency. It was hypothesized that the more committed a youth to her educational endeavors, the less delinquent she would become. Pre-sample reliability yielded less than acceptable results for the 11 variables utilized to examine school engagement. This was true for waves 3 and 4 respectively. Reliability scale statistics

demonstrated a Cronbach's alpha of 0.39. Therefore, the construct of commitment to education was not regressed for any of the three waves of study. School engagement scale items were run in a factor analysis, and reported factor loading within acceptable limits ranging from 0.40 to 0.90. However, scale reliability statistics found that the scale had a low Cronbach's alpha of 0.53. Therefore, the commitment to school domain, measured by the school engagement scale, was not tested in the model as it presented a viable threat to the reliability and consistent of the scale measure.

The next domain of social bonding theory for examination was involvement in conventional activities such as Girls Scouts, school athletics, and Girls Inc. It was hypothesized that the more involved a youth was with conventional activities, the less delinquent she would become. Reliability scale statistics run prior to regression demonstrated a Cronbach's alpha of 0.59. Similar reliability scores persisted for waves 3 and 4 respectively. Therefore, the construct of involvement in conventional activities was not able to be regressed as part of this study.

The last domain of social bonding theory, attachment to parent/family was measured using a 4-item scale with reported Cronbach's reliability of 0.77. It was hypothesized that the more attached a delinquent is to school and family, the lower the delinquency score. As hypothesized, closeness to caregiver was a significant predictor of female delinquency, $n=280$, $df=279$, $p>.05=0.990$. Beta weights demonstrated directional relationship whereas closeness to family increases, delinquency decreases. However, the variable was found not to be significant.

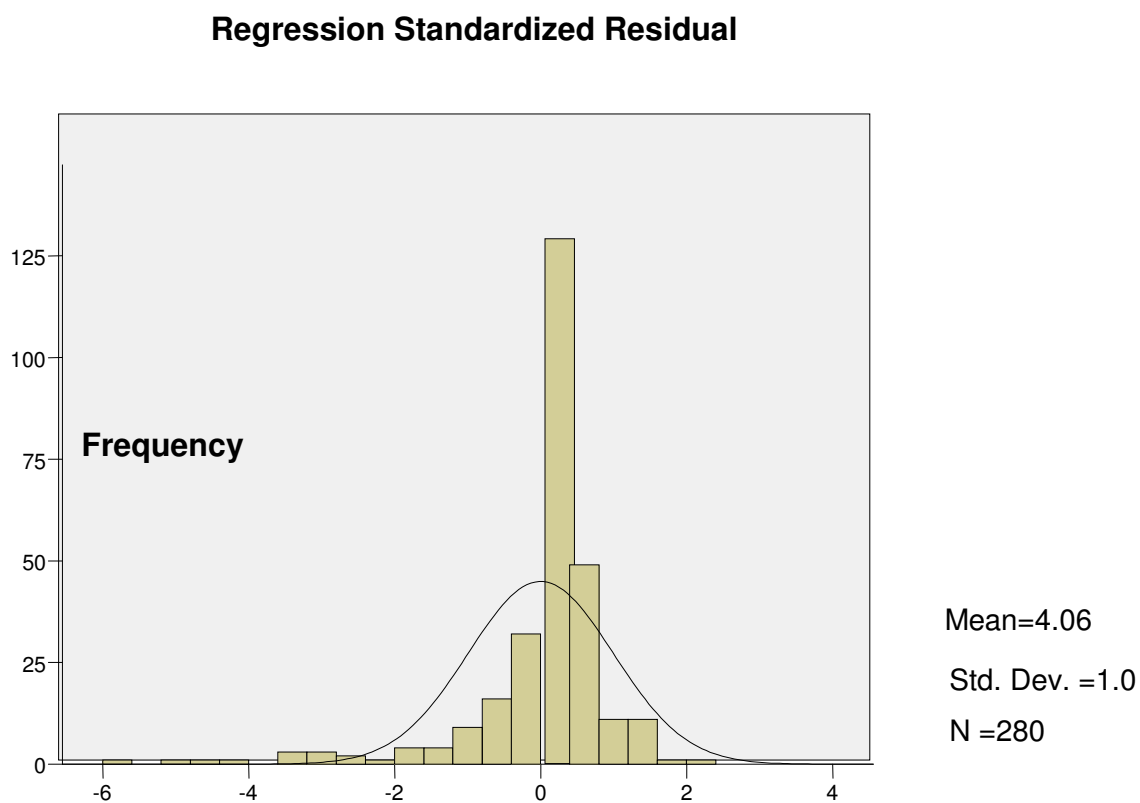


Figure 3. Dependent variable: Female delinquency.

Ethnicity was also tested with Hispanic as the reference group. In reference to Hispanics, ethnicity increased the overall R-Square of the proposed model from 17 to 21 percent, $n=59$. Similarly, ethnicity or race also changed the overall R-Square of the model from 17% to 21% for Hispanics, $n=47$. No such change was observed for Non-Hispanic white females, $n=139$.

Type of caregiver was also included in subsequent regressions to determine if type of caregiver might impact the occurrence of female delinquency. In order to test this derivative, regressions were run for biological mother and father, and stepmother and stepfather

respectively. Demarcation by caregiver type did not add to significance of variables or R-Square change.

Table 8. Type of Out of Home Care

	Frequency	%	Valid %	Cumulative %	
Valid	-7 Legitimate skip	200	71.4	71.4	71.4
	1 Foster home	34	12.1	12.1	83.6
	2 Kin care setting (Relatives home)	28	10.0	10.0	93.6
	3 Group home	11	3.9	3.9	97.5
	4 Residential program	4	1.4	3.9	97.5
	5 Some other out of home care arrangement	3	1.1	1.1	100.0
	Total	280	100.0	100.0	

Income was not included as a control variable as it was collected in wave 2, and no child interviews were conducted in that wave of the sample. In addition, no delinquency measures were taken. Wave 2 was marked specifically for parents/caregivers, Child Protective Services caseworkers, and CPS program administrators.

In summary, the proposed regression model for wave 1 of the National Survey of Child and Adolescent Well-Being (NSCAW), accounted for 17% of the variance in female delinquency. In addition, four of the constructs—emotional abuse, involvement in conventional activities, attachment to caregiver, and commitment to education—could not

Table 9. Regression Analysis Results for Wave 1

		Sum of Squares	df	Mean Square	F	Sig.		
Model 1	Regression	515.786	3	171.929	18.647	0.000(a)		
	Residual	2544.714	276	9.220				
	Total	3060.500	279					
				Closcare closcare	Trauma trauma	Physabus physabus		
Model 1	Correlations	closcare closcare		1.000	0.113	-0.301		
		trauma trauma		0.113	1.000	0.264		
		physabus physabus		-0.301	0.264	1.000		
	Covariances	closcare closcare		0.003	0.000	0.000		
		trauma trauma		0.000	0.001	0.000		
		physabus physabus		0.000	0.000	0.000		
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta	Lower Bound	Upper Bound	Zero-order	
Model 1	(Constant)	65.564	1.535		42.704	0.000	62.542	68.587
	Trauma trauma	-0.070	0.033	-0.122	-2.101	0.037	-0.136	-0.004
	Physabus physabus	0.079	0.013	0.356	5.865	0.000	0.052	0.105
	Closcare closcare	0.001	0.057	-0.001	-0.012	0.990	-0.113	0.111

pass the minimal criteria for inclusion in the overall regression analysis. The female portion of the sample, $n=2587$ or 47%, had several missing values in the dependent variable, delinquency. For wave 1, only 280 female delinquents, or approximately 11% of the sample answered items regarding their self-reported delinquency.

See table 9 for the statistical summary for the results of the regression analyses.

Actual Tested Linear Regression Model:

$$Y = B_0 + B_{\text{trauma}}X_1 + B_{\text{physical}}X_2 + B_{\text{attachment}}X_3$$

Variables:

Y = Female delinquency

X_1 = Sexual Abuse trauma

X_2 = Physical Abuse

CHAPTER V

DISCUSSION

The study was designed to examine the factors related to the incidence of female delinquency. A thorough review of the current literature revealed scarceness of research regarding the explanatory factors associated with female delinquency in modern times. Identification of such factors is imperative for social workers, practitioners, educators, and policy makers. The final chapter will summarize the findings of the current research study with implications for the aforementioned groups. The chapter will be divided into five sections: (1) theoretical implications; (2) summary of the findings of this study within each hypothesis; (3) limitations of the research; (4) implications for forensic social work practice, social work education, and social work policy; and (5) areas for future research related to female delinquency and programming.

Theoretical Implications

Succinct theoretical constructs from the girl survival and social bonding models were utilized in this research study to understand the impact of abuse, trauma, and bonding as they correlate with female delinquency. Girl survival theory is a contemporary theory that seeks to explain female delinquency by discussion of abuse and trauma as a pathway to delinquency for young female adolescents (Chesney-Lind, 2004).

Social bonding theory, on the other hand, seeks to explain delinquency as a breakdown or dissolution of bonds essential to shaping and forming law-abiding youth.

Although the theory was originally not designed specifically for females, research has shown that the theory has adapted well to explain female delinquency in more recent years. Social bonding theory, originally referred to as social control theory, has proved to be a significant predictor of delinquency for a number of years. This study only demonstrated significance for attachment to family, but results for variables may have been compromised due to extremely low response rate and high missing data. The ultimate product of research is theory, so additional studies using social bonding to analyze female delinquents may show a proclivity to utilize tenets of social bonding theory.

Implications for Forensic Social Work

The findings of this study have significant implications for the area of forensic social work practice. The (re)emerging occupational area of forensic social work is broadly defined as practice that is in any manner related to legal issues and litigation, both criminal and civil (Green et al., 2005). Forensic social work has a long history. The practice area of forensic social work has been traced back at least a century noting that the Chicago Protective Agency for abused women and children and children was set up in 1885, and the first juvenile court was established in 1899 in Illinois, and both were staffed by social workers (Brownell & Branson, 2000). Currently the role of forensic social workers has been expanded to include writing life stories in defense of clients being considered for the death penalty (Guin et al., 2003). In addition, forensic social workers play a pivotal role with mental health clientele within the criminal justice system (Morrissey et al., 2007). Many of these social workers are also called upon to be expert witnesses during trial or sentence disposition testimony.

The finding of significance for abuse and attachment to family should serve as a signal to the profession for the need to continue research and practice with delinquent

females. Forensic social work, along with criminology, must address practice and programming that incorporates the tenets of family counseling, family resources, and some component of trauma intervention. In addition, such practice interventions should also tap into physical abuse of young female offenders. Currently, there is copious literature dealing with male offenders and physical abuse, but the association is not as poignant in the literature on female delinquents. Also inherent in the issue of forensic social work is concern over burnout and secondary trauma among forensic social workers who consistently interview abused children (Perron & Hiltz, 2006). This study is offered as an attempt to address the construct of physical abuse using advanced statistics.

Since the female delinquent population has been rising steadily, program administrators should ensure that forensic social work practitioners have adequate training to address the specialized needs of female offenders. Whether such training is offered formally, or informally, the information gleaned from training can help social workers to assist families, schools, courts, and local law enforcement to become proficient with female delinquents.

Since a large number of females reported physical and sexual abuse, forensic social workers should be in alignment with current issues facing such an involved population. Those issues include, but are not limited to the following:

- Avoiding malpractice lawsuits by understanding the criteria for liability
- Distinguishing implanted memory from recovered memory and understanding how witnesses and social workers may misuse remembered information
- Duty to warn laws
- Guidelines for action when laws and ethics collide (Branson & Barker, 2007)

Social Work Education

Social work educators have a unique opportunity to affect education as it relates to delinquency. At the primary level, social workers in general, and school social workers specifically, can address issues of school engagement. This study was not able to analyze school engagement due to reliability of scale and low response rate. However, school social workers should work with parents to encourage youth to be engaged in academic endeavors.

The findings also have implications for social work college curriculum at the baccalaureate, masters, and doctorate levels. Schools of social work should examine the possibility of expanding curriculum to include courses on forensic social work. Since delinquency is multi-causal, courses need to be developed so that social workers are equipped to deal with delinquent clients, since many of those clients end up in involuntary treatment. Training social workers needs experience in this area because many involuntary clients can have a high level of treatment resistance. Training professionals on abuse should be a continued goal for the profession so that others can become familiar with the appropriate assessment tools for treatment (Spath, 2003).

Social Work Policy

Issues related to adolescent females should be engendered within the realm of social welfare policy. This is especially true since the young abused females comprise an extremely vulnerable population. Policy should protect the rights and interests of young females as they are more prone to physical and sexual abuse.

As recently as 2001, the Texas legislature passed HB 1758 to address the issue of disparate treatment of male and female delinquents (see appendix K) The policy states that female delinquents are entitled to receive the same or equivalent services as their male

counterparts. The policy is good in theory, but staffing shortages at TYC have severely strained staff resources, so monitoring of HB 1758 is not at the top of the list.

Despite the intentions of law makers at the time, the issue has been placed on the “back burner” again. Due to the recent problems of the Texas Youth Commission, there has not been consistent or ongoing monitoring of female delinquent services. In addition, the original bill addressed program-related issues such as funding and facilities. Currently, there needs to be a tracking mechanism in place to ensure that the tenets of the bill are being adhered to. State policy makers need to ensure that qualitative as well as quantitative needs are being addressed. Since the recent peril of the juvenile justice system in Texas, the state should seriously consider evaluations of programs. Consistent with the findings, such programming should entail components to address abuse and familial relationship domains.

Implications for Female Delinquency Programming

This study was designed to analyze constructs that would help to explain the variance in delinquency via the independent variables of abuse, trauma, and attachment to family. Consistent with research findings, programs should adjust treatment strategies to include familial interventions and trauma outcomes. Current research including this study, highlight the need for gender-specific programming. The proposed programming should ensure that female delinquents have treatment goals and objectives that are conducive to dealing with their specific individual needs.

Families are critical to understanding and interrupting patterns of delinquent and criminal behavior (Ryan & Yang, 2005). The finding that attachment to family was not significant is an unexpected finding not consistent with delinquency research. However, the discrepancy may be caused by gender, but further research is needed to make such claims

with confidence. Female programs need treatment structure that is endemic with the dynamics of the female delinquent population. Since attachment to family is an important construct for females, family involvement should be a key component of programming. Successful intervention for females may be predicated upon their feeling confident in their current family relationships. The principle of matching services to needs suggests that group work would be most effective when it targets those in need of the services—delinquents with low involvement with the family and high involvements with friends (Cheung & Ngai, 2007).

The findings of this study are not congruent with other research findings on the issue of attachment to family. Previous research has suggested that family structure is a significant predictor of most self-reported delinquent behaviors at the zero order level and when age, sex, and SES are controlled (Kierkus & Baer, 2002). However, research has not demonstrated why certain family structures are linked to delinquency.

Since physical and sexual abuse are significant predictors of female delinquency, the issue must be addressed at all levels of the social work infrastructure. At the micro-practice level, social work practitioner should incorporate some form of abuse recovery into their treatment regimens. At the macro-level, agencies need to ensure that group and individual counseling is incorporated into programming so that female delinquents receive adequate treatment for abuse in the home, or other factions of their society.

The results from this study highlight that although the model presented was unable to measure all hypothesized scales, it further points to the fact that we need special programming for females. By providing a broad range of interventions, it will be possible to

ameliorate many of the potential negative consequences of childhood maltreatment, including delinquency (Quas et al., 2002).

Implications for Future Research

No research study, no matter how thorough, is without limitations. As in most studies in social science research, there was not equal ethnic representation for each ethnicity. Since findings cannot extend beyond the confines of research study and design, limited generalizations can be made with regard to ethnicity. This issue is important as recent research examining ethnicity, delinquency, and home environment has shown that African American female delinquents exhibit a closer bond to their home environments versus their school environments (Caldwell & Sturges, 2007). The original research design, completed by original researcher, was also an issue. Income could not be regressed as it was contained in a wave of the study that questioned other respondents (i.e., caregivers, caseworkers, agency administrators).

Data computations were an additional concern. Numerous variables in the model had been collected and entered with a range of negative as well as positive values. This confounded initial computations in SPSS as regressions were actually analyzing negative scores. To correct this, researcher had to go into every variable of interest with negative scoring, delete such scoring, and set the range for missing values. In addition, some of the variables were coded incorrectly regarding variable type, and had to be changed. Specifically, a number of variables had been entered as dates, instead of numeric values. Once again, all of those variables had to be set from date to numeric range. These problems impeded the time needed for data analysis.

Upon completion of data repair, it became evident that sample was fraught with missing values for both independent and dependent variables. Due to the missing values, regression analysis could not be performed to assess the model by caregiver type. Also, missing values prevented examination to see if type of placement was somehow correlated to the dependent variables.

This study addresses a field that has been under researched. This has been due to low access to data. The researcher for this particular study has worked with this population for more than a decade, and was given access to the data from an existing database. This study will yield more information to the relatively small field of study. Next, by using multiple regressions, causal implications can be drawn. In addition, this is one of few studies on female delinquency that has access to a large database. Research has been done on both theories separately, and this is the first attempt to look at both combined. To date, this is the first attempt to study comparison of survival theory and social bonding theory.

Similar to all social science research, this study has some limitations that must be addressed by the researcher. First, small sample size and missing values of the dependent variable, delinquency, and impeded opportunity to regress all variables in the originally predicted model. The issue of answering inconsistency is a serious one. Such answering patterns translate to the reality that variables may not hold together as a dimension of variables involved in the measure. At this point, it is suggested that future researchers consider using a qualitative methodology that does not require large sample size to perform advanced quantitative analysis. Focus groups may be an option available to future researchers to interview entire groups at a time in an effort to save time and money.

Second, the constructs of involvement in conventional activities, school engagement, and emotional abuse were not found to have reliable scale reliability. Scale construction for females should undergo more testing before using on a large sample. This can be achieved by using any form of reliability analysis in SPSS, but scale validation may require patience of researcher due to the small number of cases usually reported in such research. In addition, the finding that attachment to caregiver was not statistically significant is an unexpected finding. This is not consistent with most previous research however, the majority of such research has been conducted on male delinquents.

Third, an inverse relationship was found within the trauma domain. Such a relationship may look troubling upon initial glance, but the problem is more common in research than one may realize. Often times if a variable is significant, but an inverse relationship is present, there may be an omitted variable bias involved (Green, 1993). Omitted variable bias (OVB), is the bias that appears in estimates of parameters in a regression analysis when the assumed specification is incorrect, in that it omits an independent variable that should be in the model. Therefore, one of the independent variables that did not survive reliability scale validation might be causing the effect to occur. Future studies should also utilize larger sample size in order to better test zero order correlations and collinearity statics. In order to perform proper analysis, there must be a minimum of 10 occurrences for each independent variable and/or dependent variable.

Emotional abuse consists of internal injuries and is more difficult to identify (Romeo, 2000). The finding that scales for emotional abuse did not reach acceptable limits for reliability is a concern and a limitation of the study. More research needs to be conducted to ensure that emotional abuse scales actually capture and measure the construct. Scale validity

takes time, but such time is needed since this area of child maltreatment has far reaching implications.

Attachment to family, was not a significant predictor for females. Once again, results may have been seriously affected by missing variables and omitted-variable bias.

Last, although race did not drastically change the model, it did increase the R-Square of the model from 17% to 21% of the variance in delinquency being attributed to race. It is always prudent to exercise caution when taking ethnicity into consideration amongst minority populations. However, this finding can be argued as significant since the delinquent status of youth was unknown prior to the inception of the research.

Limitations/Strengths of the Study

No research study, no matter how thorough is without limitations. There will be cultural limitations, as all ethnic groups may not be represented. Also, any findings must be generalized with cautions as generalizations cannot extend beyond the confines of research study and design.

This study addresses a field that has been under-researched. This has been due to low access to data. Researcher has worked with this population for more than a decade, and has been given access to data. Researcher developed relationship with second sample. This study will yield more information to this relatively small field of study. Next, by using multiple regressions, causal implications can be drawn. In addition, this is one of few studies on female delinquency that has access to a large database. Research has been done on both theories separately, and this is the first attempt to look at both combined. To date, this is the first attempt to study comparison of girls' survival theory and social bonding theory.

APPENDIX A
INFORMED CONSENT FORMS

Parent Lead Letter

NATIONAL SURVEY OF CHILD AND ADOLESCENT WELL-BEING

Research Triangle Institute • P.O. Box 12194 • Research Triangle Park, North Carolina 27709-2194
USA

PARENT [Date]

[Address]

[Address #2]

[City, State, Zip]

Dear Parent:

The Children's Bureau and the Administration on Children, Youth, and Families (ACYF), an agency within the United States Department of Health and Human Services, is sponsoring the first ever nationwide survey of children and families who have had contact with the child welfare system. The survey is called the National Survey of Child and Adolescent Well-Being. Our organization, the Children's Bureau, has hired the Research Triangle Institute (RTI), a not-for-profit survey research organization, to conduct the study. The results of this study will be used to make improvements to the child welfare system. This survey gives you a unique opportunity to talk about your experiences with the child welfare system and your level of satisfaction with the services your family may have received. By participating, you can help us better understand the issues that affect children and families like yours. We want to talk with you about your family's experiences in the child welfare system and about your child, [NAME OF CHILD]. Depending on the age of your child, we also want to observe or talk with him or her to learn how the system serves children of different ages with different needs. Because your contribution is important, we will pay you **\$50** and give your child a gift certificate for participating in the interview. The amount of the gift certificate is **\$20** for children age 11 or older and **\$10** for children age 10 or younger. We realize you are busy, taking care of a family, working outside the home, or going to school — possibly all three. The professional interviewer who will contact you will conduct the interview whenever it is convenient for you and your child. Your help in this study is voluntary, but we urge you to participate. Your participation will help us learn about the child welfare system from a family's point of view. The information you provide will be completely confidential, as required by law. Neither this project or the local representative who will contact you is affiliated with the child welfare agency. No individual participant or family will be identified in reports or data files released by ACYF. Your participation will not affect any benefits or services you or your child receives. Additional information about the survey is in the enclosed brochure. When the RTI interviewer arrives to explain the survey, he or she will be glad to answer any questions you have. Please ask to see his or her personal identification card; an example of the ID card is shown below. Your help is extremely important to the success of this survey, and I thank you in advance for your cooperation.

Sincerely yours,

Mary Bruce Webb, Ph.D.

Project Officer

Administration on Children, Youth and Families

Name of Interviewer Who Will Contact You:

Foster Parent Lead Letter

NATIONAL SURVEY OF CHILD AND ADOLESCENT WELL-BEING

Research Triangle Institute • P.O. Box 12194 • Research Triangle Park, North Carolina 27709-2194
USA

FOSTER PARENT [Date]

[Address]

[Address #2]

[City, State, Zip]

Dear Foster Parent:

The Children's Bureau and the Administration on Children, Youth, and Families (ACYF), an agency within the United States Department of Health and Human Services, is sponsoring a large national study of children and families in the child welfare system. The study is called the National Survey of Child and Adolescent Well-Being. It will help us learn about the needs of children and families and their use of child welfare services. Our organization, the Children's

Bureau, has hired the Research Triangle Institute (RTI), a not-for-profit survey research organization, to conduct the study. The results of this study will be used to help policy makers improve the child welfare system. As a foster parent, you have a unique understanding of the issues that face children and families in the child welfare system. To better understand the issues, we want to talk with you about one of your foster children, [CHILD], and about your experiences in the child welfare system.

Depending on the age of your foster child, we also want to

observe or talk with him or her to learn how the system serves children of different ages with different needs. By participating, you have the opportunity to contribute to this important study.

Because your contribution is important, we will pay you **\$50** and give your foster child a gift certificate for participating in the interview. The amount of the gift certificate is **\$20** for children age 11 or older and **\$10** for children age 10 or younger. We realize you are busy, taking care of a family, working outside the home, or going to school — possibly all three. The professional interviewer who will contact you will conduct the interview whenever it is convenient for you

and your foster child. Your help in this study is voluntary, but we urge you to participate. The information you provide will be completely confidential, as required by law. Neither this project or the local representative who will contact you is affiliated with the child welfare agency. No individual participant or family will be identified in reports or data files released by ACYF. Your participation will not affect any benefits or services you or your foster child receives.

Additional information about the study is in the enclosed brochure. When the RTI interviewer arrives to explain the survey, he or she will be glad to answer any questions you have. Please ask to see his or her personal identification card; an example of the ID card is shown below.

Your help is extremely important to the success of this study, and I thank you in advance for your cooperation.

Sincerely yours,

Mary Bruce Webb, Ph.D.

Project Officer

Administration on Children, Youth and Families

Name of Interviewer Who Will Contact You: _____ Version B

APPENDIX B
UTA IRB APPROVAL LETTER



THE UNIVERSITY
OF TEXAS
AT ARLINGTON

Office of Research
Integrity and Compliance

Box 19188
202 E. Border, Suite 201
Arlington, Texas
76019-0188

T 817.272.3723
F 817.272.1111

www.uta.edu/ira/ResearchCompliance.html
www.uta.edu/leperise

September 4, 2007

Louis D. Laster, LMSW, .
Doreen Elliott, Ph.D.
School of Social Work
Box 19129

TITLE: Girls' Survival Theory, Social Control Theory, and the Predictors of
Female Delinquency

Re: Exempt Approval Letter

IRB No.: 07.277e

The UTA Institutional Review Board (UTA IRB) Chair (or designee) has reviewed the above-referenced study and found that it qualified as exempt from coverage under the federal guidelines for the protection of human subjects as referenced at Title 45--Part 46.101(b)(4). You are therefore authorized to begin the research as of September 4, 2007.

Please be advised that as the principal investigator, you are required to report local adverse (unanticipated) events to this office within 24 hours. In addition, pursuant to Title 45 CFR 46.103(b)(4)(iii), investigators are required to, "promptly report to the IRB any proposed changes in the research activity, and to ensure that such changes in approved research, during the period for which IRB approval has already been given, are **not initiated without IRB review and approval** except when necessary to eliminate apparent immediate hazards to the subject."

All investigators and key personnel identified in the protocol must have documented *CITI Training* on file with this office. The UTA Office of Research Administration Regulatory Services appreciates your continuing commitment to the protection of human research subjects. Should you have questions or require further assistance, please contact this office by calling (817) 272-0867.

Yours sincerely,

Patricia Turpin, PhD, RN, CNAA, BC
Associate Clinical Professor
IRB Clinical Chair

APPENDIX C
YOUTH ACTIVITIES SCALES

YOUTH SELF-REPORT FOR AGES 11-18

Boy Girl

TODAY'S DATE

Mo. ____ Day ____ Year ____ Mo. ____ Day ____ Year ____

YOUR BIRTHDATE

Please fill out this form to reflect your views, even if other people might not agree. Feel free to print additional comments beside each item and in the spaces provided on pages 2 and 4. **Be sure to answer all items.**

I. Please list the sports you most like Compared to others of your Compared to others to take part in. For example: swimming, age, about how much time do your age, how well do

baseball, skating, skate boarding, bike you spend in each? you do each one? riding, fishing, etc.

None

- a. _____
- b. _____
- c. _____

II. Please list your favorite hobbies, Compared to others of your Compared to others of your activities, and games, other than sports. age, about how much time do age, how well do you do

For example: cards, books, piano, you spend in each? each one?

crafts, cars, computers, etc. (Do not include listening to radio or TV.)

None

- a. _____
- b. _____
- c. _____

III. Please list any organizations, clubs, teams, Compared to others of your or groups you belong to. age, how active are you in each?

None

- a. _____
- b. _____
- c. _____

IV. Please list any jobs or chores you have. Compared to others of your

For example: paper route, babysitting, making age, how well do you carry bed, working in store, etc. (Include both paid them out?

and unpaid jobs and chores.)

GRADE IN

SCHOOL _____
 NOT ATTENDING
 SCHOOL
 YOUR First Middle Last
 FULL
 NAME
 YOUR GENDER YOUR AGE YOUR ETHNIC GROUP
 OR RACE

For office use only

ID #

**Less Than More Than
 Average Average Average
 Below Above**

**Average Average Average
 Less Than More Than
 Average Average Average
 Below Above**

**Average Average Average
 Less More**

Active Average Active

None

a. _____

b. _____

c. _____

Below Above

Average Average Average

**Be sure you answered all
 items. Then see other side.**

PARENTS' USUAL TYPE OF WORK, even if not working now.

(Please be specific — for example, auto mechanic, high school teacher,
 homemaker, laborer, lathe operator, shoe salesman, army sergeant.)

FATHER'S

TYPE OF WORK _____

MOTHER'S

TYPE OF WORK _____

IF YOU ARE WORKING, PLEASE

STATE YOUR TYPE OF WORK:

Please print. Be sure to answer all items.

V. 1. About how many close friends do you have? (Do not include brothers & sisters)

None 1 2 or 3 4 or more

**2. About how many times a week do you do things with your friends outside of
 regular school hours?**

(Do not include brothers & sisters)

Less than 1 1 or 2 3 or more

VI. Compared to others of your age, how well do you:**Worse Average Better**

- a. Get along with your brothers & sisters? I have no brothers or sisters
- b. Get along with other kids?
- c. Behave with your parents?
- d. Do things by yourself?

VII.1. Performance in academic subjects. I do not attend school because

Check a box for each subject that you take

- a. Reading, English, or Language Arts
- b. History or Social Studies
- c. Arithmetic or Math
- d. Science
- e. _____
- f. _____
- g. _____

Do you have any illness, disability, or handicap?**Please describe any concerns or problems you have about school:****Please describe any other concerns you have:****Please describe the best things about yourself:****Below Above****Failing Average Average Average**

Other academic subjects—for example: computer courses, foreign language, business.
Do **not** include gym, shop, driver's ed., or other nonacademic subjects.

PAGE 2 Be sure you answered all items.**No Yes—please describe:****Please print. Be sure to answer all items.**

Below is a list of items that describe kids. For each item that describes you **now or within the past 6 months**, please circle the

2 if the item is **very true or often true** of you. Circle the **1** if the item is **somewhat or sometimes true** of you. If the item is **not true**

of you, circle the **0**.

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 33. I feel that no one loves me

0 1 2 34. I feel that others are out to get me

0 1 2 35. I feel worthless or inferior

0 1 2 36. I accidentally get hurt a lot

0 1 2 37. I get in many fights

0 1 2 38. I get teased a lot

0 1 2 39. I hang around with kids who get in trouble

0 1 2 40. I hear sounds or voices that other people think

aren't there (describe): _____

- 0 1 2 41. I act without stopping to think
 0 1 2 42. I would rather be alone than with others
 0 1 2 43. I lie or cheat
 0 1 2 44. I bite my fingernails
 0 1 2 45. I am nervous or tense
 0 1 2 46. Parts of my body twitch or make nervous movements (describe): _____
-

- 0 1 2 47. I have nightmares
 0 1 2 48. I am not liked by other kids
 0 1 2 49. I can do certain things better than most kids
 0 1 2 50. I am too fearful or anxious
 0 1 2 51. I feel dizzy or lightheaded
 0 1 2 52. I feel too guilty
 0 1 2 53. I eat too much
 0 1 2 54. I feel overtired without good reason
 0 1 2 55. I am overweight
 56. Physical problems **without known medical cause**: _____
-

- 0 1 2 a. Aches or pains (**not** stomach or headaches)
 0 1 2 b. Headaches
 0 1 2 c. Nausea, feel sick
 0 1 2 d. Problems with eyes (**not** if corrected by glasses) (describe): _____
 0 1 2 e. Rashes or other skin problems
 0 1 2 f. Stomachaches
 0 1 2 g. Vomiting, throwing up
 0 1 2 h. Other (describe): _____
-

- 0 1 2 1. I act too young for my age
 0 1 2 2. I drink alcohol without my parents' approval (describe): _____
-

- 0 1 2 3. I argue a lot
 0 1 2 4. I fail to finish things I start
 0 1 2 5. There is very little that I enjoy
 0 1 2 6. I like animals
 0 1 2 7. I brag
 0 1 2 8. I have trouble concentrating or paying attention
 0 1 2 9. I can't get my mind off certain thoughts; (describe): _____
-

- 0 1 2 10. I have trouble sitting still
 0 1 2 11. I'm too dependent on adults
 0 1 2 12. I feel lonely

- 0 1 2 13. I feel confused or in a fog
 0 1 2 14. I cry a lot
 0 1 2 15. I am pretty honest
 0 1 2 16. I am mean to others
 0 1 2 17. I daydream a lot
 0 1 2 18. I deliberately try to hurt or kill myself
 0 1 2 19. I try to get a lot of attention
 0 1 2 20. I destroy my own things
 0 1 2 21. I destroy things belonging to others
 0 1 2 22. I disobey my parents
 0 1 2 23. I disobey at school
 0 1 2 24. I don't eat as well as I should
 0 1 2 25. I don't get along with other kids
 0 1 2 26. I don't feel guilty after doing something I shouldn't
 0 1 2 27. I am jealous of others
 0 1 2 28. I break rules at home, school, or elsewhere
 0 1 2 29. I am afraid of certain animals, situations, or places, other than school (describe): _
-
- 0 1 2 30. I am afraid of going to school
 0 1 2 31. I am afraid I might think or do something bad
 0 1 2 32. I feel that I have to be perfect

PAGE 3 Be sure you answered all items. Then see other side.

Please print. Be sure to answer all items.

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

- 0 1 2 57. I physically attack people
 0 1 2 58. I pick my skin or other parts of my body (describe): _____
-
- 0 1 2 59. I can be pretty friendly
 0 1 2 60. I like to try new things
 0 1 2 61. My school work is poor
 0 1 2 62. I am poorly coordinated or clumsy
 0 1 2 63. I would rather be with older kids than kids my own age
 0 1 2 64. I would rather be with younger kids than kids my own age
 0 1 2 65. I refuse to talk
 0 1 2 66. I repeat certain acts over and over (describe): _____
-
- 0 1 2 67. I run away from home
 0 1 2 68. I scream a lot
 0 1 2 69. I am secretive or keep things to myself
 0 1 2 70. I see things that other people think aren't there (describe): _____
-

0 1 2 71. I am self-conscious or easily embarrassed
 0 1 2 72. I set fires
 0 1 2 73. I can work well with my hands
 0 1 2 74. I show off or clown
 0 1 2 75. I am too shy or timid
 0 1 2 76. I sleep less than most kids
 0 1 2 77. I sleep more than most kids during day and/
 or night (describe): _____

0 1 2 78. I am inattentive or easily distracted
 0 1 2 79. I have a speech problem (describe): _____

0 1 2 80. I stand up for my rights
 0 1 2 81. I steal at home
 0 1 2 82. I steal from places other than home
 0 1 2 83. I store up too many things I don't need
 (describe): _____

0 1 2 84. I do things other people think are strange
 (describe): _____

0 1 2 85. I have thoughts that other people would think
 are strange (describe): _____

0 1 2 86. I am stubborn
 0 1 2 87. My moods or feelings change suddenly
 0 1 2 88. I enjoy being with people
 0 1 2 89. I am suspicious
 0 1 2 90. I swear or use dirty language
 0 1 2 91. I think about killing myself
 0 1 2 92. I like to make others laugh
 0 1 2 93. I talk too much
 0 1 2 94. I tease others a lot
 0 1 2 95. I have a hot temper
 0 1 2 96. I think about sex too much
 0 1 2 97. I threaten to hurt people
 0 1 2 98. I like to help others
 0 1 2 99. I smoke, chew, or sniff tobacco
 0 1 2 100. I have trouble sleeping (describe): _____

0 1 2 101. I cut classes or skip school
 0 1 2 102. I don't have much energy
 0 1 2 103. I am unhappy, sad, or depressed
 0 1 2 104. I am louder than other kids
 0 1 2 105. I use drugs for nonmedical purposes (**don't**
 include alcohol or tobacco) (describe): _____

- 0 1 2 106.I like to be fair to others
0 1 2 107.I enjoy a good joke
0 1 2 108.I like to take life easy
0 1 2 109.I try to help other people when I can
0 1 2 110.I wish I were of the opposite sex
0 1 2 111.I keep from getting involved with others
0 1 2 112.I worry a lot

PAGE 4

**Please write down anything else that describes your feelings, behavior, or interests:
Please be sure you answered all items.**

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1 South Prospect St., Burlington, VT 05401-3456
www.ASEBA.org **PAGE 1 6-1-01 Edition - 501**

APPENDIX D
SCALE FOR PHYSICAL ABUSE

CHILD MALTREATMENT (ACASI)

>Y_CM0FC<

[# IF AGE < 11, GOTO Y_CMEND. ELSE, CONTINUE.]

Sometimes parents get angry at their children or lose their tempers. These questions are about your parents and other adults who have taken care of you and what they did when they got angry or when you did something they did not like.

Press the [Enter] key to continue

For each of the following questions pick an answer that says how many times this has happened in the past [r]12 months[n]. If it hasn't happened in the past [r]12 months[n], but it did happen before that, pick the answer "Not in the past [r]12 months[n], but it happened before". If it has never happened, pick the answer "This has never happened".

Press the [Enter] key to continue.

>Y_CM1<

In the past [r]12 months[n], how many times have your parents or other adults who lived with you explained why something was wrong?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]12 months[n], but it happened before

8 = This has never happened

>Y_CM2<

In the past [r]12 months[n], how many times have your parents or other adults who lived with you put you in "time out" or sent you to your room?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]12 months[n], but it happened before

8 = This has never happened

>Y_CM3<

In the past [r]12 months[n], how many times have your parents or other adults who lived with you shaken you?

1 = 1 time

2 = 2 times

3 = 3-5 times

- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM4<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you hit you on the bottom with something like a belt, hairbrush, a stick or some other hard object?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM5<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you given you something else to do instead of what you were doing wrong?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM6<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you shouted, yelled, or screamed at you?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM7<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you hit you with a fist or kicked you hard?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM8]

8 = This has never happened [# GOTO Y_CM8]

>Y_CM8<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you spanked you on the bottom barehanded?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before

8 = This has never happened

>Y_CM9<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you grabbed you around the neck and choked you?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM10]

8 = This has never happened [# GOTO Y_CM10]

>Y_CM10<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you sworn or cursed at you?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times
5 = 11-20 times
6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before
8 = This has never happened

>Y_CM11<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you beat you up by hitting you over and over as hard as possible?

1 = 1 time
2 = 2 times
3 = 3-5 times
4 = 6-10 times
5 = 11-20 times
6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM12]
8 = This has never happened [# GOTO Y_CM12]

>Y_CM12<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you said you would be sent away or kicked out of the house?

1 = 1 time
2 = 2 times
3 = 3-5 times
4 = 6-10 times
5 = 11-20 times
6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before
8 = This has never happened

>Y_CM13<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you burned or scalded you on purpose?

1 = 1 time
2 = 2 times
3 = 3-5 times
4 = 6-10 times
5 = 11-20 times
6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM14]
8 = This has never happened [# GOTO Y_CM14]

>Y_CM14<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you threatened to spank or hit you but

did not actually do it?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM15<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you hit you on some other part of the body besides your bottom with something like a belt, hairbrush, a stick or some other hard object?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM16<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you slapped you on the hand, arm, or leg?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM17<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you taken away privileges or grounded you?

- 1 = 1 time
- 2 = 2 times
- 3 = 3-5 times
- 4 = 6-10 times
- 5 = 11-20 times
- 6 = More than 20 times
- 7 = Not in the past [r]**12 months**[n], but it happened before
- 8 = This has never happened

>Y_CM18<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you pinched you?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before

8 = This has never happened

>Y_CM19<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you threatened you with a knife or gun?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM20]

8 = This has never happened [# GOTO Y_CM20]

>Y_CM20<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you thrown or knocked you down?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times

7 = Not in the past [r]**12 months**[n], but it happened before [# GOTO Y_CM21]

8 = This has never happened [# GOTO Y_CM21]

>Y_CM21<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you called you dumb or lazy or some other name like that?

1 = 1 time

2 = 2 times

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before
8 = This has never happened

>Y_CM22<

In the past [r]**12 months**[n], how many times have your parents or other adults who lived with you slapped you on the face or head or ears?

1 = 1 time
2 = 2 times
3 = 3-5 times
4 = 6-10 times
5 = 11-20 times
6 = More than 20 times
7 = Not in the past [r]**12 months**[n], but it happened before
8 = This has never happened

>Y_CMEND<

APPENDIX E
RELATIONSHIP TO CAREGIVER

RELATIONSHIP WITH CAREGIVER

>Y_RC0FC<

[#IF AGE < 11, GOTO Y_RCEND. IF INTNUM = 4, CHILD IS LEGALLY EMANCIPATED, AND DOES NOT LIVE WITH A CAREGIVER PER CID, GOTO Y_RCEND. ELSE, CONTINUE.]

>Y_RC1<

Now I want to ask you about your relationship with your [fill CAREGIVER_A]. I am going to read a list of different statements and for each one I want you to tell me how true the statement is about you. Remember that your answers are private. Please tell me what you really feel or think.

When I'm with my [fill CAREGIVER_A], I feel good. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC2<

When I'm with my [fill CAREGIVER_A], I feel mad. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC3<

When I'm with my [fill CAREGIVER_A], I feel unhappy. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC4<

My [fill CAREGIVER_A] enjoys spending time with me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC5<

My [fill CAREGIVER_A] does a lot to help me. How true is this?

- 1 = not at all true
- 2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC6<

My [fill CAREGIVER_A] doesn't seem to have enough time for me. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC7<

My [fill CAREGIVER_A] doesn't seem to know how I feel about things. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC8<

My [fill CAREGIVER_A] trusts me. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC9<

My [fill CAREGIVER_A] doesn't let me make any of my own decisions. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC10<

My [fill CAREGIVER_A] is fair with me. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC11<

My [fill CAREGIVER_A] doesn't think I can do very much. How true is this?

1 = not at all true

2 = not very true

3 = sort of true, or

4 = very true?

>Y_RC12<

I don't know what my [fill CAREGIVER_A] wants from me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC13FC<

[# IF CAREGIVER_B IS BLANK, GOTO RCEND]

II-B-125

>Y_RC13<

Now I want to ask you about your relationship with your [fill CAREGIVER_B]. I am going to read a list of different statements and for each one I want you to tell me how true the statement is about you. Remember that your answers are private. Please tell me what you really feel or think.

When I'm with my [fill CAREGIVER_B], I feel good. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC14<

When I'm with my [fill CAREGIVER_B], I feel mad. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC15<

When I'm with my [fill CAREGIVER_B], I feel unhappy. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC16<

My [fill CAREGIVER_B] enjoys spending time with me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC17<

My [fill CAREGIVER_B] does a lot to help me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC18<

My [fill CAREGIVER_B] doesn't seem to have enough time for me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC19<

My [fill CAREGIVER_B] doesn't seem to know how I feel about things. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC20<

My [fill CAREGIVER_B] trusts me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC21<

My [fill CAREGIVER_B] doesn't let me make any of my own decisions. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC22<

My [fill CAREGIVER_B] is fair with me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC23<

My [fill CAREGIVER_B] doesn't think I can do very much. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RC24<

I don't know what my [fill CAREGIVER_B] wants from me. How true is this?

- 1 = not at all true
- 2 = not very true
- 3 = sort of true, or
- 4 = very true?

>Y_RCEND<

APPENDIX F
CLOSENESS TO CAREGIVER

CLOSENESS TO CAREGIVER

>Y_CLOFC<

[# IF AGE < 11, GOTO Y_CLEND. IF INTNUM = 4, CHILD IS LEGALLY EMANCIPATED, AND DOES NOT LIVE WITH A CAREGIVER PER CID, GOTO Y_CLEND. ELSE, CONTINUE.]

[# IF CAREGIVER_A IS BLANK, GOTO Y_CL3FC]

>Y_CL1<

How close do you feel to your [fill CAREGIVER_A]? Would you say...

- 1 = not at all
- 2 = a little bit
- 3 = somewhat
- 4 = quite a bit, or
- 5 = very close?

>Y_CL2<

How much do you think [FILL: he/she] cares about you? Would you say...

- 1 = not at all
- 2 = very little
- 3 = somewhat
- 4 = quite a bit, or
- 5 = very much?

>Y_CL3FC<

[# IF CAREGIVER_B IS BLANK, GOTO Y_CL5FC]

>Y_CL3<

How close do you feel to your [fill CAREGIVER_B]? Would you say...

- 1 = not at all
- 2 = a little bit
- 3 = somewhat
- 4 = quite a bit, or
- 5 = very close?

>Y_CL4<

How much do you think [FILL he/she] cares about you? Would you say...

- 1 = not at all
- 2 = very little
- 3 = somewhat
- 4 = quite a bit, or
- 5 = very much?

>Y_CL5FC<

[# IF CAREGIVER_A IS BLANK, GOTO Y_CL6FC]

>Y_CL5a<

Next, I'm going to read a list of things you may have done with your [fill CAREGIVER_A]. For each one, please tell me if you have done it with your [fill CAREGIVER_A] [r]in the past 4 weeks[n].

In the past 4 weeks, have you gone shopping with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5b<

In the past 4 weeks, have you played a sport with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5c<

In the past 4 weeks, have you gone to a religious service or church-related event with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5d<

In the past 4 weeks, have you talked with your [fill CAREGIVER_A] about someone you're dating or a party you went to?

1 = YES

2 = NO

>Y_CL5e<

In the past 4 weeks, have you gone to a movie, play, museum, concert, or sports event with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5f<

In the past 4 weeks, have you had a talk with your [fill CAREGIVER_A] about a personal problem you were having?

1 = YES

2 = NO

>Y_CL5g<

In the past 4 weeks, have you had a serious argument with your [fill CAREGIVER_A] about your behavior?

1 = YES

2 = NO

>Y_CL5h<

In the past 4 weeks, have you talked about your school work or grades with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5i<

In the past 4 weeks, have you worked on a project for school with your [fill CAREGIVER_A]?

1 = YES

2 = NO

>Y_CL5j<

In the past 4 weeks, have you talked with your [fill CAREGIVER_A] about other things you're doing in school?

1 = YES

2 = NO

>Y_CL6FC<

[# IF CAREGIVER_B = IS BLANK, GOTO Y_CLEND]

>Y_CL6a<

Next, I'm going to read a list of things you may have done with your [fill CAREGIVER_B]. For each one, please tell me if you have done it with your [fill CAREGIVER_B] [r]**in the past 4 weeks**[n].

In the past 4 weeks, have you gone shopping with your [fill CAREGIVER_B]?

1 = YES

2 = NO

>Y_CL6b<

In the past 4 weeks, have you played a sport with your [fill CAREGIVER_B]?

1 = YES

2 = NO

>Y_CL6c<

In the past 4 weeks, have you gone to a religious service or church-related event with your [fill CAREGIVER_B]?

1 = YES

2 = NO

>Y_CL6d<

In the past 4 weeks, have you talked with your [fill CAREGIVER_B] about someone you're dating or a party you went to?

1 = YES

2 = NO

>Y_CL6e<

In the past 4 weeks, have you gone to a movie, play, museum, concert, or sports event with your [fill CAREGIVER_B]?

1 = YES
2 = NO

>Y_CL6f<

In the past 4 weeks, have you had a talk with your [fill CAREGIVER_B] about a personal problem you were having?

1 = YES
2 = NO

>Y_CL6g<

In the past 4 weeks, have you had a serious argument with your [fill CAREGIVER_B] about your behavior?

1 = YES
2 = NO

>Y_CL6h<

In the past 4 weeks, have you talked about your school work or grades with your [fill CAREGIVER_B]?

1 = YES
2 = NO

>Y_CL6i<

In the past 4 weeks, have you worked on a project for school with your [fill CAREGIVER_B]?

1 = YES
2 = NO

>Y_CL6j<

In the past 4 weeks, have you talked with your [fill CAREGIVER_B] about other things you're doing in school?

1 = YES
2 = NO

>Y_CLEND<

APPENDIX G
SCHOOL ENGAGEMENT

SCHOOL ENGAGEMENT

>Y_SE0FC<

[# IF AGE < 6, CHILD IS NOT IN SCHOOL, OR CHILD IS HOME-SCHOOLED,
GOTO Y_SEEND. ELSE, CONTINUE.]

>Y_SE0<

USE CARD 1. Now I'm going to ask you how often you have different types of feelings about school. For each question, pick [r]one[n] answer from this card. You can pick never, sometimes, often, or almost always. For example, suppose I asked you how often you bring a lunch from home to school. If you don't ever bring your lunch, you would pick the answer "never". If you do this every once in a while, you would pick "sometimes". If you do this a lot, you would pick "often". If you always or almost always do this, you would pick "almost always". Okay, let's start. Honest answers are important, so please tell me what you really feel or think. Your answers will be kept private. No one will tell your family or teachers anything about your answers.

PRESS [ENTER] TO CONTINUE

>Y_SE1<

USE CARD 1. How often do you enjoy being in school? Would you say...

1 = never

2 = sometimes

3 = often, or

4 = almost always

F5 = NOT APPLICABLE (IF VOLUNTEERED NOT IN SCHOOL OR
"HOMESCHOOLED") [#

GOTO Y_RREND]

>Y_SE2<

USE CARD 1. How often do you hate being in school? Would you say...

1 = never

2 = sometimes

3 = often, or

4 = almost always

>Y_SE3<

USE CARD 1. How often do you try to do your best work in school?
(Would you say never, sometimes, often, or almost always?)

1 = NEVER

2 = SOMETIMES

3 = OFTEN

4 = ALMOST ALWAYS

>Y_SE4<

USE CARD 1. How often do you find the school work too hard to understand? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER
- 2 = SOMETIMES
- 3 = OFTEN
- 4 = ALMOST ALWAYS

>Y_SE5<

USE CARD 1. How often do you find your classes interesting? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER
- 2 = SOMETIMES
- 3 = OFTEN
- 4 = ALMOST ALWAYS

>Y_SE6<

USE CARD 1. How often do you fail to complete or turn in your assignments? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER
- 2 = SOMETIMES
- 3 = OFTEN
- 4 = ALMOST ALWAYS

>Y_SE7<

USE CARD 1. How often do you get sent to the office, or have to stay after school, because you misbehaved? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER
- 2 = SOMETIMES
- 3 = OFTEN
- 4 = ALMOST ALWAYS

>Y_SE8<

USE CARD 1. How often do you get along with your teachers? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER
- 2 = SOMETIMES
- 3 = OFTEN
- 4 = ALMOST ALWAYS

>Y_SE9<

USE CARD 1. How often do you listen carefully or pay attention in school? (Would you say never, sometimes, often, or almost always?)

- 1 = NEVER

2 = SOMETIMES
3 = OFTEN
4 = ALMOST ALWAYS

>Y_SE10<

USE CARD 1. How often do you get your homework done? (Would you say never, sometimes, often, or almost always?)

1 = NEVER
2 = SOMETIMES
3 = OFTEN
4 = ALMOST ALWAYS

>Y_SE11<

USE CARD 1. How often do you get along with other students? (Would you say never, sometimes, often, or almost always?)

1 = NEVER
2 = SOMETIMES
3 = OFTEN
4 = ALMOST ALWAYS

>Y_SEEND<

APPENDIX H
TRAUMA SCALE

MENTAL HEALTH: TRAUMA

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http://www.ptsdsupport.net/PTSD_Brief_Checklist.html

Check the symptoms below that you experience (that may or may not be related to a traumatic event) and make notes as needed:

I experienced or witnessed a traumatic event during which I felt extreme fear, helplessness, or horror.

The event happened on (day/month/year)_____.

What happened?_____.

- 1) I have symptoms of re-experiencing or re-living the traumatic event:
 - Bad dreams or nightmares about the event or something similar
 - Behaving or feeling as if the event were actually happening all over again (this is known as having flashbacks)
 - Having a lot of emotional feelings when I am reminded of the event
 - Having a lot of physical sensations when I am reminded of the event (e.g., my heart races or pounds, I sweat, find it hard to breathe, feel faint, feel like I'm going to lose control)
- 2) I have symptoms of avoiding reminders of the traumatic event:
 - Avoiding thoughts, conversations, or feelings that remind me about the event
 - Avoiding people, places, or activities that remind me of the event
 - Having difficulty remembering some important part of the event
- 3) I have noticed that since the event happened:
 - I have lost interest in, or just don't do, things that used to be important to me
 - I feel detached from people; I find it hard to trust people
 - I feel emotionally "numb" and I find it hard to have loving feelings even toward those who are emotionally close to me
 - I have a hard time falling or staying asleep
 - I am irritable and have problems with my anger
 - I have a hard time concentrating
 - I think I may not live very long and feel there's no point in planning for the future
 - I am jumpy and get startled easily
 - I am always "on guard"
- 4) I experience these medical or emotional problems:
 - Stomach problems
 - Intestinal problems
 - Gynecological problems
 - Weight gain or loss
 - Chronic pain (e.g., in my back, neck, pelvic area (in women))

- Problems getting to sleep
- Problems staying asleep
- Headaches
- Skin rashes and other skin problems
- Irritability, a quick temper, and other anger problems
- Nightmares
- Depression
- Lack of energy, chronic fatigue
- Alcoholism and other substance use problems
- General anxiety
- Anxiety (panic) attacks
- Other symptoms such as: _____

APPENDIX I
EXPOSURE TO VIOLENCE

EXPOSURE TO VIOLENCE

[# IN THIS SECTION, CERTAIN SENTENCES IN THE QUESTIONS ARE SHOWN ONLY TO KIDS UNDER 11 (AND OVER 5). THE REMAINDER OF THE QUESTION TEXT IS SHOWN TO ALL KIDS IN THE SECTION -- I.E., KIDS AGE 5 AND UP.] >Y_EV0FC< [# IF AGE < 5, GOTO Y_EVEND. ELSE, CONTINUE.]
 >Y_EV0< [# IF AGE < 11:] I am going to show you some pictures that tell about a child whose name is Chris. I will show you one picture at a time and tell you what is happening in that picture. Afterwards, I will ask you how often you may have seen things that are like what Chris saw or things that may have happened to you that are like what happened to Chris. For each question, I want you to pick one of the following answers: never, one time, a few times, or lots of times. PRESS [ENTER] TO CONTINUE
 [# IF AGE >= 11:] I am going to ask you how often you may have seen things or how often things may have happened to you. For each question, I want you to pick one of the following answers: never, one time, a few times, or lots of times.
 PRESS [ENTER] TO CONTINUE

>Y_EV1FC<

[# IF AGE >= 11, GOTO Y_EV4]

>Y_EV1<

USE CARD 17. Let's try answering an easy question using these different answers. During the summer, how many times do you eat ice cream? If you never eat ice cream during the summer, you would say "never". If you eat ice cream once during the summer, you would say "1 time". If you eat ice cream a few times during the summer, you would say "a few times". If you eat ice cream lots of times during the summer, you would say "lots of times".

1 = never

2 = one time

3 = a few times

4 = lots of times

>Y_EV2<

I am going to show you some pictures of things that Chris really saw or that really happened to Chris. They are not things that Chris imagined or made up. They are not stories that Chris heard or things that Chris saw on TV or in the movies or on video. The pictures show things that Chris really saw or that really happened to Chris.

INTERVIEWER: EMPHASIZE WITH THE FIRST FEW PICTURES THAT CHRIS REALLY SAW THESE THINGS HAPPEN AND THEY ARE NOT THINGS CHRIS WATCHED IN A MOVIE OR ON VIDEO OR TV.

USE CARD 18: This is Chris.

PRESS [ENTER] TO CONTINUE

>Y_EV3<

USE CARD 19. Chris sees a kid sitting on Santa's lap. How many times have you seen a kid sitting on Santa's lap? Would you say...

- 1 = never
- 2 = one time
- 3 = a few times, or
- 4 = lots of times

>Y_EV3a<

Now, I'd like you to put on these headphones and listen to the rest of the questions about Chris. By wearing the headphones, no one else will be able to hear the questions that you are asked. I will show you the pictures of Chris while you listen to the questions. After you hear each question, please point to your answer on the card I will be holding. Do not say your answer out loud. Just point to your answer on the card and I will type it into the computer. [# IF AGE 7-10, FILL: When answering these questions, please remember that if I learn that your life or health is in danger, I will have to tell someone whose job it is to see that you are safe and protected.]

Let's get started.

PRESS [ENTER] TO CONTINUE.

>Y_EV4<

[# IF AGE < 11:] USE CARD 20. Chris is at home. Chris sees an adult yell at another person at home. [# IF AGE >= 5:] How many times have you seen an adult yell at another person in a home you've lived in? Would you say...

- 1 = never
 - 2 = one time
 - 3 = a few times, or
 - 4 = lots of times
- [# IF RESPONSE = 1, DK, RE, GOTO Y_EV5]

>Y_EV4a<

Have you seen this happen in the last month?

- 1 = Yes
- 2 = No

@a

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV4 = 3, 4 AND Y_EV4a = 1:] Did you also see it happen before that?

- 1 = Yes
- 2 = No

```
>Y_EV4x<
Have you seen this happen with the people you live with now?
1 = Yes
2 = No
>Y_EV5<
[# IF AGE < 11:] USE CARD 21. At home, an adult yells at Chris.
[# IF AGE >= 5:] How many times has an adult yelled at you in a
home you've lived in? (Would you say never, one time, a few
times, or lots of times?)
1 = Never
2 = One time
3 = A few times
4 = Lots of times
  [# IF RESPONSE = 1, DK, RE, GOTO Y_EV6]

>Y_EV5a<
Has this happened in the last month?
1 = Yes
2 = No
  [# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV5 = 3, 4 AND Y_EV5a
= 1:] Did it also happen before that?
1 = Yes
2 = No

>Y_EV5x<
Has this happened with the people you live with now?
1 = Yes
2 = No

>Y_EV6<
[# IF AGE < 11:] USE CARD 22. Chris sees an adult throw something
at another person at home. [# IF AGE >= 5:] How many times have
you seen an adult throw something at another person in a home
you've lived in? (Would you say never, one time, a few times, or
lots of times?)
1 = Never
2 = One time
3 = A few times
4 = Lots of times
  [# IF RESPONSE = 1, DK, RE, GOTO Y_EV7]

>Y_EV6a<
Have you seen this happen in the last month?
1 = Yes
2 = No
  [# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV6 = 3, 4 AND
Y_EV6a
= 1:] Did you also see it happen before that?
1 = Yes
```

2 = No

>Y_EV6x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV7<

[# IF AGE < 11:] USE CARD 23. At home, an adult throws something at Chris. [# IF AGE >= 5:] How many times has an adult thrown something at you in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV8]

>Y_EV7a<

Has this happened in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV7 = 3, 4 AND Y_EV7a = 1:] Did it also happen before that?

1 = Yes

2 = No

>Y_EV7x<

Has this happened with the people you live with now?

1 = Yes

2 = No

>Y_EV8<

[# IF AGE < 11:] USE CARD 24. Chris is at home. Chris sees an adult push or shove another person really hard. [# IF AGE >= 5:] How many times have you seen an adult push or shove another person really hard in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV9]

>Y_EV8a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV8 = 3, 4 AND Y_EV8a = 1:] Did you also see it happen before that?

1 = Yes

2 = No

>Y_EV8x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV9<

[# IF AGE < 11:] USE CARD 25. Chris is at home. An adult pushes or shoves Chris really hard. [# IF AGE >= 5:] How many times has an adult pushed or shoved you really hard in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV10FC]

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>Y_EV9a<

Has this happened in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV9 = 3, 4 AND Y_EV9a = 1:] Did it also happen before that?

1 = Yes

2 = No

>Y_EV9x<

Has this happened with the people you live with now?

1 = Yes

2 = No

>Y_EV10FC<

[# IF AGE >= 10 GOTO Y_EV11]

>Y_EV10<

USE CARD 26. Chris watches cartoons on TV. How many times have you watched cartoons on TV? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time
3 = A few times
4 = Lots of times

>Y_EV11<

[# IF AGE < 11:] USE CARD 27. Chris is at home. Chris sees an adult slap another person really hard at home. [# IF AGE >= 5:] How many times have you seen an adult slap another person really hard in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never
2 = One time
3 = A few times
4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV12]

>Y_EV11a<

Have you seen this happen in the last month?

1 = Yes
2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV11 = 3,4 AND Y_EV11a = 1:] Did you also see this happen before that?

1 = Yes
2 = No

>Y_EV11x<

Have you seen this happen with the people you live with now?

1 = Yes
2 = No

>Y_EV12<

[# IF AGE < 11:] USE CARD 28. At home, an adult slaps Chris really hard. [# IF AGE >= 5:] How many times has an adult slapped you really hard in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never
2 = One time
3 = A few times
4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV13]

>Y_EV12a<

Has this happened in the last month?

1 = Yes
2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV12 = 3,4 AND Y_EV12a = 1:]

Did it also happen before that?

1 = Yes

2 = No

>Y_EV12x<

Has this happened with the people you live with now?

1 = Yes

2 = No

>Y_EV13<

[# IF AGE < 11:] USE CARD 29. Chris is at home. Chris sees an adult beat-up another person at home. [# IF AGE >= 5:] How many times have you seen an adult beat-up another person in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV14]

>Y_EV13a<

Have you seen this happen in the last month?

1 = Yes

2 = No

@a

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV13 = 3,4 AND Y_EV13a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV13x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

@a

>Y_EV14<

[# IF AGE < 11:] USE CARD 30. At home, an adult beats Chris up. [# IF AGE >= 5:] How many times has an adult beaten you up in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV15]

>Y_EV14a<

Was that someone who was responsible for taking care of you?

1 = Yes

2 = No

>Y_EV14b<

Has this happened in the last week?

1 = Yes [# GOTO Y_EV14eFC]

2 = No

>Y_EV14c<

Has this happened in the last month?

1 = Yes [# GOTO Y_EV14eFC]

2 = No

>Y_EV14d<

Has this happened in the last 3 months?

1 = Yes

2 = No

>Y_EV14eFC<

[# ASK Y_EV14e ONLY IF INTNUM = 1 AND Y_EV14 = 3,4 AND Y_EV14b, c,
or d = 1.]

>Y_EV14e<

Did it also happen before that?

1 = Yes

2 = No

>Y_EV14x<

Has this happened with the people you live with now?

1 = Yes

2 = No

>Y_EV15<

[# IF AGE < 11:] USE CARD 31. Chris is at home. Chris sees a
person steal stuff from another person at home. [# IF AGE >= 5:]
How many times have you seen a person steal stuff from another
person in a home you've lived in? (Would you say never, one time,
a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV16]

>Y_EV15a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV15 = 3,4 AND

Y_EV15a

= 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV15x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV16<

[# IF AGE < 11:] USE CARD 32. Chris is at home. Chris sees an adult point a knife or a real gun at another person at home. [# IF AGE >= 5:] How many times have you seen a person point a knife or a real gun at another person in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV17]

>Y_EV16a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV16 = 3,4 AND Y_EV16a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV16x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV17<

[# IF AGE < 11:] USE CARD 33. At home, an adult points a knife or a real gun at Chris. [# IF AGE >= 5:] How many times has an adult pointed a knife or a real gun at you in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV18FC]

>Y_EV17a<

Was that someone who was responsible for taking care of you?

1 = Yes

2 = No

>Y_EV17b<

Has this happened in the last week?

1 = Yes [# GOTO Y_EV17eFC]

2 = No

>Y_EV17c<

Has this happened in the last month?

1 = Yes [# GOTO Y_EV17eFC]

2 = No

>Y_EV17d<

Has this happened in the last 3 months?

1 = Yes

2 = No

>Y_EV17eFC<

[# ASK Y_EV17e ONLY IF INTNUM = 1 AND Y_EV17 = 3,4 AND Y_EV17b, c,
or d

= 1:]

>Y_EV17e<

Did it also happen before that?

1 = Yes

2 = No

>Y_EV17x<

Has this happened with the people you live with now?

1 = Yes

2 = No

Y_EV18FC<

[# IF AGE >= 10 GOTO Y_EV19]

>Y_EV18<

USE CARD 34. Chris goes shopping. How many times have you gone shopping? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

>Y_EV19<

[# IF AGE < 11:] USE CARD 35. Chris is at home. Chris sees an adult stab another person with a knife at home. [# IF AGE >= 5:] How many times have you seen a person stab another person with a knife in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV20]

>Y_EV19a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV19 = 3,4 AND Y_EV19a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV19x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV20<

[# IF AGE < 11:] USE CARD 36. Chris is at home. Chris sees an adult shoot another person with a real gun at home. [# IF AGE >= 5:] How many times have you seen a person shoot another person with a real gun in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV21]

>Y_EV20a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV20 = 3,4 AND Y_EV20a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV20x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV21<

[# IF AGE < 11:] USE CARD 37. Chris is at home. Chris sees a person being arrested at home. [# IF AGE >= 5:] How many times have you seen a person being arrested in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV22]

>Y_EV21a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV21 = 3,4 AND Y_EV21a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV21x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV22<

[# IF AGE < 11:] USE CARD 38. Chris is at home. Chris sees a person dealing drugs at home. [# IF AGE >= 5:] How many times have you seen a person dealing drugs in a home you've lived in? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV23]

>Y_EV22a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV22 = 3,4 AND Y_EV22a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV22x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

>Y_EV23<

[# IF AGE < 11:] USE CARD 39. Chris sees a kid getting spanked.

[# IF AGE >= 5:] How many times have you seen a kid getting spanked? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EV24]

>Y_EV23a<

Have you seen this happen in the last month?

1 = Yes

2 = No

[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV23 = 3,4 AND Y_EV23a = 1:]

Did you also see this happen before that?

1 = Yes

2 = No

>Y_EV23x<

Have you seen this happen with the people you live with now?

1 = Yes

2 = No

Y_EV24<

[# IF AGE < 11:] USE CARD 40. A person spanks Chris. [# IF AGE >= 5:] How many times has a person spanked you? (Would you say never, one time, a few times, or lots of times?)

1 = Never

2 = One time

3 = A few times

4 = Lots of times

[# IF RESPONSE = 1, DK, RE, GOTO Y_EVEND]

>Y_EV24a<

Has this happened in the last month?

1 = Yes

2 = No

```
[# DISPLAY AND ASK ONLY IF INTNUM = 1 AND Y_EV24 = 3,4 AND  
Y_EV24a  
= 1:]
```

Did it also happen before that?

1 = Yes

2 = No

>Y_EV24x<

Has this happened with the people you live with now?

1 = Yes

2 = No

>Y_EVEND<

APPENDIX J
DELINQUENCY SCALE

DELINQUENCY (ACASI) >Y_DE0FC<

[# IF AGE < 11, GOTO Y_DEEND. ELSE, CONTINUE.]

>Y_DE1<

The next questions are about your behavior. Please tell me the number of times you've done each of these things during the past [r]**6 months**[n]. Your best guess will do. No one will tell your family or teachers anything about your answers. Your answers are private.

>Y_DE2<

How many times in the past 6 months have you run away from home?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE3<

In the [r]**past 6 months**[n], have you skipped classes or school without an excuse?

1 = Yes

2 = No [# GOTO Y_DE5]

>Y_DE4<

How many times in the past 6 months have you skipped classes or school without an excuse?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE5<

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In the [r]**past 6 months**[n], have you lied about your age to get into some place or to buy something, for example lying about your age to get into a movie or to buy alcohol?

1 = Yes

2 = No [# GOTO Y_DE7]

>Y_DE6<

How many times in the past 6 months have you lied about your age to get into some place or to buy something, for example lying about your age to get into a movie or to buy alcohol?

1 = 1 time

2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE8<

How many times in the past 6 months have you hitchhiked where it was illegal to do so?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE10<

How many times in the past 6 months have you carried a hidden weapon?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE12<

How many times in the past 6 months have you been loud, rowdy, or unruly in a public place so that people complained about it or you got in trouble?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE14<

How many times in the past 6 months have you begged for money or things from strangers?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE16<

How many times in the past 6 months have you been drunk in a

public place?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE18<

How many times in the past 6 months have you purposely damaged or destroyed property that did not belong to you, for example, painting, breaking, cutting, or marking up something?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE20<

How many times in the past 6 months have you purposely set fire to a house, building, car, or other property or tried to do so?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE22<

How many times in the past 6 months have you avoided paying for things such as movies, bus, or subway rides, food, or computer services?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE24<

How many times in the past 6 months have you gone into or tried to go into a building to steal something?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE26<

How many times in the past 6 months have you stolen or tried to steal things worth \$5 or less?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE28<

How many times in the past 6 months have you stolen or tried to steal things worth between \$5 and \$50?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE30<

How many times in the past 6 months have you stolen or tried to steal things worth between \$50 and \$100?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE32<

How many times in the past 6 months have you stolen or tried to steal something worth \$100 or more?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE34<

How many times in the past 6 months have you taken something from a store without paying for it? This includes times that you have already told about for other questions.

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE36<

How many times in the past 6 months have you snatched someone's purse or wallet or picked someone's pocket?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE38<

How many times in the past 6 months have you taken something from a car that did not belong to you?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE40<

How many times in the past 6 months have you knowingly bought, sold or held stolen goods or tried to do any of these things?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE42<

How many times in the past 6 months have you gone joyriding, that is, taken a motor vehicle, such as a car or motorcycle, for a ride or drive without the owner's permission?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE44<

How many times in the past 6 months have you stolen or tried to steal a motor vehicle such as a car or motorcycle?

1 = 1 time

2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE46<

How many times in the past 6 months have you used checks illegally or used a slug or fake money to pay for something?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE48<

How many times in the past 6 months have you used or tried to use credit cards or bank cards without the owner's permission?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE50<

How many times in the past 6 months have you tried to cheat someone by selling them something that was worthless or not what you said it was?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE52<

How many times in the past 6 months have you attacked someone with a weapon or with the idea of seriously hurting or killing them?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE54<

How many times in the past 6 months have you hit someone with the

idea of hurting them [fill if Y_DE51 = 1: other than the events you just mentioned]?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE56<

How many times in the past 6 months have you used a weapon, force, or strong-arm methods like threats to get money or things from people?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE58<

How many times in the past 6 months have you thrown objects such as rocks or bottles at people other than the events that you already mentioned?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE60<

How many times in the past 6 months have you been involved in a gang fight?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

>Y_DE62<

How many times in the past 6 months have you been paid for having sexual relations with someone?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE64<

How many times in the past 6 months have you physically hurt or threatened to hurt someone to get them to have sex with you?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE66<

How many times in the past 6 months have you had or tried to have sexual relations with someone against their will? [fill if Y_DE63 = 1: Do not include the times you just mentioned in the last question.]

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE68<

How many times in the past 6 months have you sold marijuana or hashish (pot, grass, hash)?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE70<

How many times in the past 6 months have you sold hard drugs such as heroin, cocaine, or crack?

1 = 1 time
2 = 2 times
3 = 3 times
4 = 4 times
5 = 5 or more times
8 = I haven't done this in the past 6 months

>Y_DE72<

How many times in the past 6 months have you been arrested or picked up by the police for something other than a minor traffic

offense?

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 or more times

8 = I haven't done this in the past 6 months

APPENDIX K
TEXAS HOUSE BILL 1758

Texas House Bill 1758

A BILL TO BE ENTITLED HB 1758

1-8 AN ACT

1-9 relating to access for females under 18 years of age to facilities,
1-10 services, and treatment available through health and human services
1-11 and juvenile corrections programs.

1-12 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-13 SECTION 1. Subchapter A, Chapter 531, Government Code, is
1-14 amended by adding Section 531.016 to read as follows:

1-15 Sec. 531.016. EQUAL ACCESS TO FACILITIES, SERVICES, AND
1-16 TREATMENT. (a) The commission, the Texas Youth Commission, and the
1-17 Texas Juvenile Probation Commission shall periodically review,
1-18 document, and compare the accessibility and funding of facilities,
1-19 services, and treatment provided to females under 18 years of age
1-20 to the accessibility and funding of facilities, services, and
1-21 treatment provided to males in the same age group.

(<http://www.legis.state.tx.us/tlodocs/77R/billtext/html/HB01758S.HTM>, retrieved
March 21, 2008).

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BIOGRAPHICAL STATEMENT

Dr. Louis Dwayne Laster was born in Fort Worth, Texas, on May 24, 1968. He attended Nolan Catholic High School, graduated in 1986, and went on to earn a Bachelor of Arts in Psychology in 1990. He received a Masters of Science in Social Work from The University of Texas at Arlington (UTA) in May 1996. He has worked as a case manager and Quality Assurance Supervisor for 10 years.

Louis enrolled in the doctoral program at UTA in 1996. Due to severe illness and full-time work, he petitioned for additional time in the program. He has been teaching as an adjunct professor at UTA for two years in the area of human behavior and social policy. Dr. Laster has been a licensed social worker since June 1996. He received his Ph.D. from The University of Texas at Arlington in May 2008.

Dr. Laster does not have children of his own, but he has been blessed with a four-year-old nephew named Jason, who gives him great joy!