

The Bill Blackwood
Law Enforcement Management Institute of Texas

Revamping the Criminal Justice System
by Implementing Innovative Crime Prevention Strategies

An Administrative Research Paper
Submitted in Partial Fulfillment
of the Requirements for the Graduation
from the Leadership Command College

by
Captain Herman B. Spivey, Jr.

Harris County Constable's Department - Precinct 7
Houston, Texas
February, 2001

722

ABSTRACT

Efforts to introduce early prevention programs to the poor, social and economically deprived children has been a source of controversy; however, research projects have breathed new life and hope for these at-risk children in order to keep them engaged to the ideas of education , and reduce the episodes of criminal behavior among them. Despite the decline of the crime rate, the prison population continues to increase. Crime prevention practitioners and sociologists have long contended to curtail and decrease the incidents of crimes, especially crimes against person and property, programs to strengthen and reinforce moral values, while keeping children engaged to the ideas of education should be initiated involving law enforcement and the public school systems. More than half the increase of the state prison population since 1990 is due to an increase in the prisoners convicted of violent crimes. It is important to the public's safety that new strategies to prevent crimes are implemented. The introduction of crime prevention programs will add new dimensions and elements to reducing the incidents of crimes involving persons, drugs, and properties. America has the chance of changing the course of human events by introducing innovative crime prevention initiatives in the battle to alleviate the instances of public crimes, and most importantly, give disadvantaged children a chance to become productive citizens. Recommendations for the implementation of these programs as suggested are offered as another tool to more effectively control criminal activity.

TABLE OF CONTENTS

	Page
Abstract	
Introduction.....	1
Review of Literature.....	4
Methodology.....	8
Findings.....	10
Discussion/Conclusions.....	18
References.....	20

Introduction

At the end of fiscal year 1996, State and Federal prison systems spent a total of \$24.5 billion to operate their prisons. This amounted to an increase of 83% for State prisons, from \$12 billion in 1990 to \$22 billion in 1996, and an increase of 160% for Federal prisons from \$946 million in 1990 to \$2.5 billion in 1996. To incarcerate one inmate, it cost taxpayers \$20,100 yearly (Stephan, 1999). From 1990-1999, the nation's prison population increased by 3.4% (Beck, 2000). Crime in America is a social problem and needs to be addressed, for there seems to be no relief in sight for this phenomenon (Freeman, 1996). To accommodate the increase of the prison population, new prisons are constantly under construction (Laycock & Tilley, 1995). Despite the increased hiring of police recruits by departments desperately seeking to replenish its ranks, and the availability of Community Oriented Policing's (COP) grants sponsored by the United States Department of Justice to departments in order to hire additional officers, crime is still a fact of life, while the rate of recidivism and the prison population continues to increase (Eckblom & Pease, 1995). Unless realistic methods are utilized to curtail criminal behavior, in addition to incarceration, innocent citizens and peace officers will continue to be casualties of a criminal justice system in need of an overhaul (Hawkins, Doueck & Lisher, 1988).

When the successful intervention programs focused upon at-risk children, the government saved money versus the cost of the programs (Greenwood, 1999). A dollar value cannot be placed on the life of a potential victim of a violent crime. If one life can be spared by changing the behavior of a potential criminal while he or she is a child, then the implementation of such programs should be initiated. Early childhood intervention programs have been researched for years and yield some positive results. Results such as an increase in cognitive

and emotional development in the short-term for the child, and an increase of improved parent-child relationships is not uncommon, while decreased involvement in criminal activities are a direct result of early childhood intervention programs. Such programs have yield improvement in health and social engagements as well (OJJDP, 2000).

Even though there are other well-known behavior programs, such as D.A.R.E. (Drug Abuse Resistance Education), whose primary focus is on the prevention and consumption of illegal drugs and alcohol, and G.R.E.A.T. (Gang Resistance Education and Training), a program to deter joining gangs; while the programs are good, they do not address children in the age range of 3 to 4 years of age. In fact, success with other intervention programs initiated at an early age will offer a solid foundation for children to resist the temptation of using drugs or the joining of gangs. This inquiry will pursue and examine other alternatives to abate criminal behavior before it manifests itself in individuals at an early age, and probe the various levels of crime prevention tactics as a viable tool to deter criminal behavior in the future (Farrell, 1995). The different methods of crime prevention efforts by internationally recognized experts will be explored for possible implementation to resolve and repair a criminal justice system in need of improvement (Wikstrom, 1995). Information utilized in this inquiry was obtained from the archives of text from publications such as the National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, Office of National Drug Control Policy, and other research documents by crime prevention practitioners.

Creative and innovative changes in the criminal justice system are overdue. Society cannot continue to do the same thing over and over again, only changing by adding more of the same rhetoric to a system built to fail (Figueira-McDonough, 1993). Families from both the

potential criminals and victims would benefit greatly by a change in criminal justice philosophies (LeBlanc, McDuff & Vallieres, 1993). The disadvantaged, especially those suffering financially, from single parent households and classified as a minority, could get a new lease on opportunities through good crime prevention practices adopted by society and the public school systems. Crimes and criminal behavior can best be averted by introducing the ideas of staying engaged to educational endeavors and the fruitlessness of pursuing a life of crime (Hartnagel & Krahn, 1989). The implications are overwhelming. If research proves fruitful and accurate, all people in America will benefit by being safer on the streets and in their homes. The goals of law enforcement representatives are to deter crime, and what better time to do it than now. Society is long overdue to thoroughly enjoy the fruits of their labor without fear of unwanted intrusion or loss of lives while simply trying to pursue the American dream. Billions of dollars are spent annually on the apprehension, prosecution, and incarceration of criminals (Beck, 2000). Experts have reasoned that society problems are the root causes in the increase of crime (Tewksbury & Vito, 1994). Law enforcement will have to join with public school officials to resolve the problem of soaring crime among juveniles (Hornbeck & Naylor, 1997). This research examines the question, "Can early prevention programs reduce the episodes of criminal behavior?"

Review of Literature

The Office of Juvenile Justice and Delinquency Prevention [OJJDP] (2000) refers to an intervention program developed by Carolyn Webster-Stratton, an author and employee of the University of Washington's Parenting Clinic. She and fellow colleagues, over a period of 20 years, developed and evaluated training programs that involved teachers, parents, children, and families with children ages 3 to 8 with behavior problems. The intervention program, entitled "The Incredible Years - Parent, Teacher, and Child Training Programs", was the winner of the United States Leila Rowland National Mental Health Award for outstanding prevention programs and has been recognized as an exemplary "best practices" program by the Office of Juvenile Justice and Delinquency Prevention's Family Strengthening Project. The goals of the Incredible Years Training Series, and the Justice and Delinquency Prevention's Family Strengthening Project are to develop treatment programs for children who exhibit early signs of behavior problems, while reinforcing these programs with cost-effective community-orientated programs to enhance the social skills which invariably prevent behavior problems in the first place. Furthermore, within the family structure of children who are at risk to develop behavior problems, the program seeks to identify risk factors that diminish the development of their social skills, such as marital difficulties, lack of coping skills, unable to contain anger, and lack of support for children, (OJJDP, 2000). Through a series of training segments, which include teachers, parents, and children, the program's goals are to foster children's academic competence, while keeping them engaged to the correlation between school and home (OJJDP, 2000).

The Incredible Years Training Series consists of five programs. Studies conducted in the

last several years involving ages 2-10 as participants in the Incredible Years Training Program, indicated significant improvement of social skills, conduct, and problem-solving abilities (OJJDP, 2000). Parents and teachers, upon completion of the training programs, reported improvement in their abilities to communicate effectively with the children, resulting in significant improvement of the children's behavior and social skills (OJJDP, 2000). Research reveal the introduction of the Incredible Years Training Program involving parents, teachers, and children are cost effective when one considers the cost required for processing individuals through the criminal justice system from their juvenile delinquency, continuing through their eventual graduation into the adult processes of the criminal justice system (OJJDP, 2000). The dollar amount was not discussed for the cost of these series, however, data did reveal the programs should be calculated based on the hourly rate of paying a group leader/therapists and utilizing videos in a group setting, thus making the cost minimal considering the cost to the public when individuals enter into a life of crime. This does not include the cost to victims of crimes, especially victims who have died during the commission of a criminal episode.

Research indicates that successful intervention programs share common strategies, such as intervention at an early age, teacher and parent involvement, enhancement of children problem-solving skills, and reinforcement of children's self-esteem (Greenwood, 1999). The Incredible Years Training Series has been utilized by hundreds of youth-serving agencies in 43 states, including Canada, Norway and the United Kingdom (OJJDP, 2000). Decreasing the episodes of criminal events by altering the conditions that criminals are reared in by interrupting the antisocial behavior process at an early age, has produced positive results in past experiments (Tremblay & Craig, 1995). From the prospective of the current criminal justice system, the

focus is on determining motivation and processing the criminal. However, from the perspective of public health, the incident of crime is preventable, and intervention alternatives should be utilized before harm has occurred (Moore, 1995).

Early studies concluded that poor children fare worse academically than those raised in more advantageous circumstances. Some disadvantaged children start school behind, suggesting they were ill-prepared academically and socially to be successful. Early prevention programs such as the "Carolina Abecedarian Project" proved to be a Godsend for poor minority children from the other side of the tracks. As most successful early prevention programs indicate, involvement and intervention with parents, children, and community is paramount if success is the goal. The most successful intervention programs possess the ingredients of parental involvements, teachers dedication, and supportive staff who are well-trained. The Abecedarian Project involved 111 children starting from infancy to 5 years of age. Fifty-seven infants from low-income families were assigned to the intervention groups, and 54 were assigned to the control group. The most important aspect of the current outcome of this project is that the intervention group performed better socially and intellectually over the control group, which was not surprising to those with any degree of common sense. The studies are on-going and originated out of North Carolina (Ramey et al., 2000).

The High/Scope Perry Preschool Project is a well-established early childhood intervention program that has been in existence for about 40 years. The Perry Preschool Project focused on 3 and 4 year old at-risk children from low socio-economic status, were borderline mental-impaired based upon low I.Q. scores between 70 and 85, and were at high risk of failing school (Parks, 2000). Fifty-eight of these 3 and 4 year olds were placed into the Perry Preschool

Program, while sixty-five children of the same age and social situation were assigned to a control group. Twenty-five years later, the children assigned to the Perry Preschool Program demonstrated significantly higher rates of pro-social behavior, academic achievement, employment, income and family stability as compared to the control group. Even though it cost \$12,356 for each participant in the Perry Preschool Program, a cost-benefit analysis study indicates a saving to the public of more than seven times the initial investment per child with a return of \$7.16 for every dollar spent (Parks, 2000).

Investing in early childhood intervention program can yield taxpayers a return of \$88,433 per child from the following sources:

- savings in welfare assistance (prior to welfare reform)
- savings in special education
- savings to the criminal justice system
- savings to crime victims
- increased tax revenue from higher earnings

The resulting analysis of the various behavior modification programs yield positive outcomes, and if initiated in the criminal justice system, as most available documents suggest, may change the course of potential criminals and produce productive citizens.

Methodology

The examination of other research projects and publications regarding early prevention programs were utilized to determine the feasibility of introducing using such programs to reduce the episodes of criminal behavior. Numerous books and articles, including documents from the National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and the National Drug Control Strategy: 2000 Annual Report influenced the analysis of introducing early prevention programs as a method to deter crime. Programs examined are all longitudinal studies involving control groups. Crime prevention practitioners agree that the modification of social behavior in children at an early age will reduce the episode of criminal behavior in them, thus decreasing the involvement in crime, and hopefully, the instances of going to prison (Greenwood, 1999). Introducing all children to behavior modification projects in school at an early age will not only deter criminal behavior, it will inspire children to pursue and complete educational endeavors, thus staying engaged to the ideas of education as a key component in attaining respect and success in society. Solutions to antisocial behavior have been documented by social scientists and crime prevention practitioners in on-going studies (Greenwood, 1999). By examining the various documents from the archives of publications, such as the National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and other research texts, the outcome of antisocial prevention intervention projects conducted by crime prevention practitioners, enhances the concept that intervention at an early age is the most practical approach to decreasing crimes, and hopefully, decrease the prison population. Bry and George (1979) revealed this by establishing delinquency intervention program in two United States school systems. Intervention programs introduced to children at an early age can reduce their

anti-social behavior (Bandura, Adams, & Beyer, 1977). Overwhelmingly, children introduced to behavior modification activities at an early age in school were more likely to avoid participating in criminal activities, and stay engaged to the ideas of education as the Perry Preschool Program indicated (Parks, 2000). The outcome of these projects can be used to strengthen the curriculum in public schools and kindergartens, in order to discourage criminal activities in the United States. The impact of these programs, if implemented in public schools and other youth-oriented communities, will change the destinies of millions of children born into unfortunate circumstances, which often times lead them into a life of drugs and crime (OJJDP, 2000).

Findings

Successful intervention programs introduced to pre-school children have proven to dissuade, deter, and discourage criminal behavior in the majority of these children. Certainly, some children transcend the purpose of the program and enter the criminal justice system despite being exposed to intervention projects (Hawkins, Doueck, & Lishner, 1988). Intervention through behavior modification in public schools appear to be more effective than current criminal justice procedures (Greenwood, 1999). The criminal justice system is predicated on the commission of crimes which activate the system in the first place (Hart, 1968). Concerns of crime and the continuous way of the present day system of coping with crime continues because American officials have been unsympathetic in introducing crime prevention strategies to children at an early age. Criminal law has an effect on the socialization of the population, and invariably will have consequences on citizens (Garland, 1991). The fact that crime is a part of society, and citizens do need protection is relevant to addressing the issues of crime prevention. Certainly the incapacitation of criminals by incarceration deter crime. The criminals are unable to assert their criminal wills upon society. Research conducted by social scientists and crime prevention practitioners point to one piece of undisputable truth and fact, criminal behavior can be alleviated with the introduction of behavior modification projects with positive reinforcement as the catalyst (Greenwood, 1999). The various behavior modification projects differ only in the geographical areas of the United States, and to the population of the schools involved; however, the numbers are insignificant. Research has shown criminal modification projects are an effective means in controlling the incidents of crime (Greenwood, 1999).

Communicating crime related issues, and the effects of redirecting crime prevention

philosophies to society, has been a debatable topic for many years (Duff, 1995). Only through comprehensive discussions can the United States begin to address crime related issues.

Offenders have somewhat of an introspective view of current issues (Moffitt, 1990). Criminals are more concerned with the congenial side of crime than with the long-term effect of their actions and how their futures will be affected. No normal human being with the correct type of moral education and behavior modification classes at an early stage in its life would undertake an obvious guarantee to fail in life attitude in the first place. Criminal behavior is a learned behavior. Children living in inadequate social and financial conditions are more susceptible to the vices of the criminal element, thereby, the introduction of behavior modification programs in pre-school can negate such negative environment if reinforced with law enforcement representatives and school officials providing an atmosphere of positive reinforcement. Children are not born criminals. Contact with the criminal element can be averted with a program to counteract such encounters. Beebe and Mueller (1993) related in a study the inability of juvenile offenders to achieve in their academic environment is linked to their status as juvenile delinquents.

Mauser (1974) proposed a child's educational position and standings had a direct impact on the disruptive behavior of the juvenile. All data analyzed in every facet of injecting behavior modification and moral education to children at an early age, will in many instances determine the destiny of children. Another benefit of such intervention programs in schools is the identification of children with mental deficiencies, detected early, a plan of treatment to cure or control it can be devised (OJJDP, 2000).

After 20 years of research on the effects of structuring an intervention program to deter

and change deviant conduct in children ages 2-10, the Incredible Years Training Series, and similar programs have proven to improve the quality of life for those children who would otherwise fall through the cracks and eventually become involved in criminal activities and drugs (OJJDP, 2000). Studies reveal that anywhere from 7 to 25 percent of pre-school children and young school-aged children are diagnosed with oppositional defiant disorder, or commonly known as children with behavior problems (OJJDP, 2000). Children diagnosed with behavior problems are more prone to become involved in substance abuse, depression, juvenile delinquency, violence in adolescent and as adults (OJJDP, 2000). Children displaying physical aggression at an early age are more likely to commit murder, robbery, rape, driving under the influence, and arson (OJJDP, 2000). Prevention programs are designed to identify and change the course of criminal behavior before it manifests in children (OJJDP, 2000).

There are more Americans behind bars than serving on active duty in the United States armed forces (ONDCP, 2000). Spending by states for corrections operation per resident has increased faster than the expenditure on health, education, and natural resources (ONDCP, 2000). January, 1999, a report revealing that 7 of 10 cases of child abuse can be attributed to parents abusing drugs, resulting in the spending of about \$10 billion in federal, state, and local government spending on child welfare programs (NDCS, 2000). The following charts reveal the findings of The Carolina Abecedarian Project and the High/Scope Perry Preschool Project as it relates to early intervention programs (See Figures 1 and 2) , and the cost-benefit to the public as it relates to the High/Scope Perry Preschool Project (See Figures 3 and 4).

Figure 1

Early Intervention Programs Have Proven Successful for the Poor and Disadvantaged Children Offering Them Chances for Academic Success (Longitudinal)					
PROJECT NAME	AGE	# OF CHILDREN	TYPE OF GROUPS	LOCATION	FINDINGS
The Carolina Abecedarian	0 - 5	111	Control - 54 Intervention - 57	North Carolina	<ul style="list-style-type: none"> • 35% of intervention group graduated or anticipated graduating from college • 14% of control group graduated from college • 40% of intervention group still in school at age 21, and 20% of control still in school • Study is on-going
High/Scope Perry Preschool	3 - 4	123	Control - 65 Intervention - 58	Ypsilanti, Missouri	<ul style="list-style-type: none"> • At age 19, 50% of intervention group were employed versus 32% of control group • 45% of intervention group were self-supporting, while 25% of control group were not

Sources: High/Scope Educational Research Foundation, 1999.

Mental Retardation and Developmental Branch of the National Institute of Child Health and Human Development. The State of North Carolina

Figure 2

Early Childhood Risk Factors for Delinquent and Antisocial Behavior		
Risk Factors	Relationship Between Risk Factor and Delinquency is Strengthened by Presence of	Relationship Between Risk Factor and Delinquency is Weakened by Presence of
Perinatal difficulties	Low socioeconomic status Family adversity	---
Neurological and biological factors	---	---
Child's low cognitive ability	---	---
History of antisocial behavior	---	---
Single parenthood *	---	---
Insecure attachment of child to parent	Poor parenting Unplanned birth Life stress Low social support	---
Parental criminality	Early family conflict	---
Parental substance abuse	---	---
Poor or harsh parenting	Marital discord	Emotional support Community support
Low socioeconomic status	---	Good parenting Age-appropriate verbal ability
Violent or socially disorganized neighborhoods	---	---
Media violence	---	---
* Evidence indicates that single parenthood is associated with antisocial behavior, but the relationship is probably explained by low socioeconomic status or poor supervision, rather than by single parenthood itself.		

Source: The Future of Children LONG-TERM OUTCOMES OF EARLY CHILDHOOD PROGRAMS Vol. 5, No. 3 - Winter 1995

Figure 3

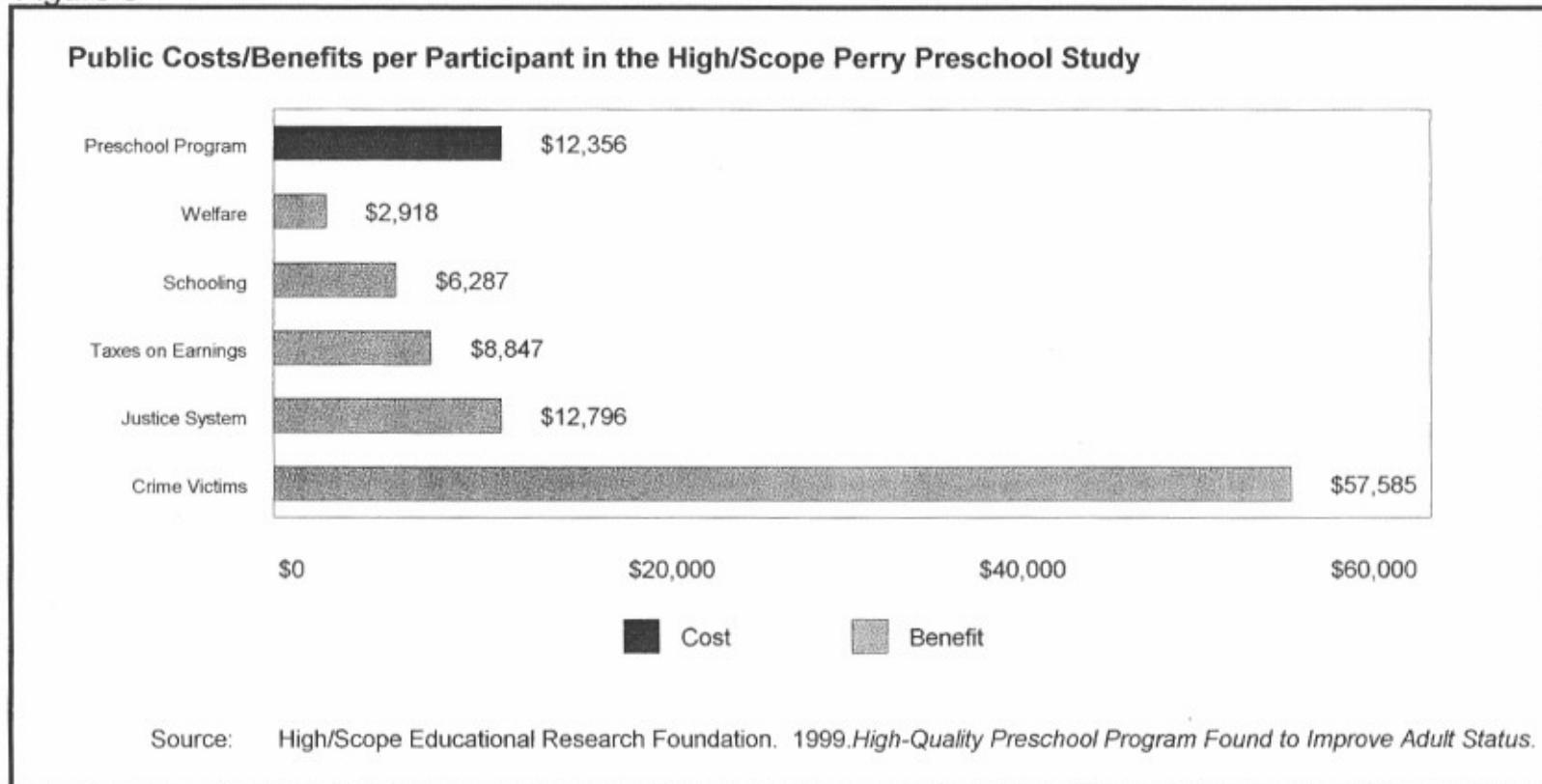
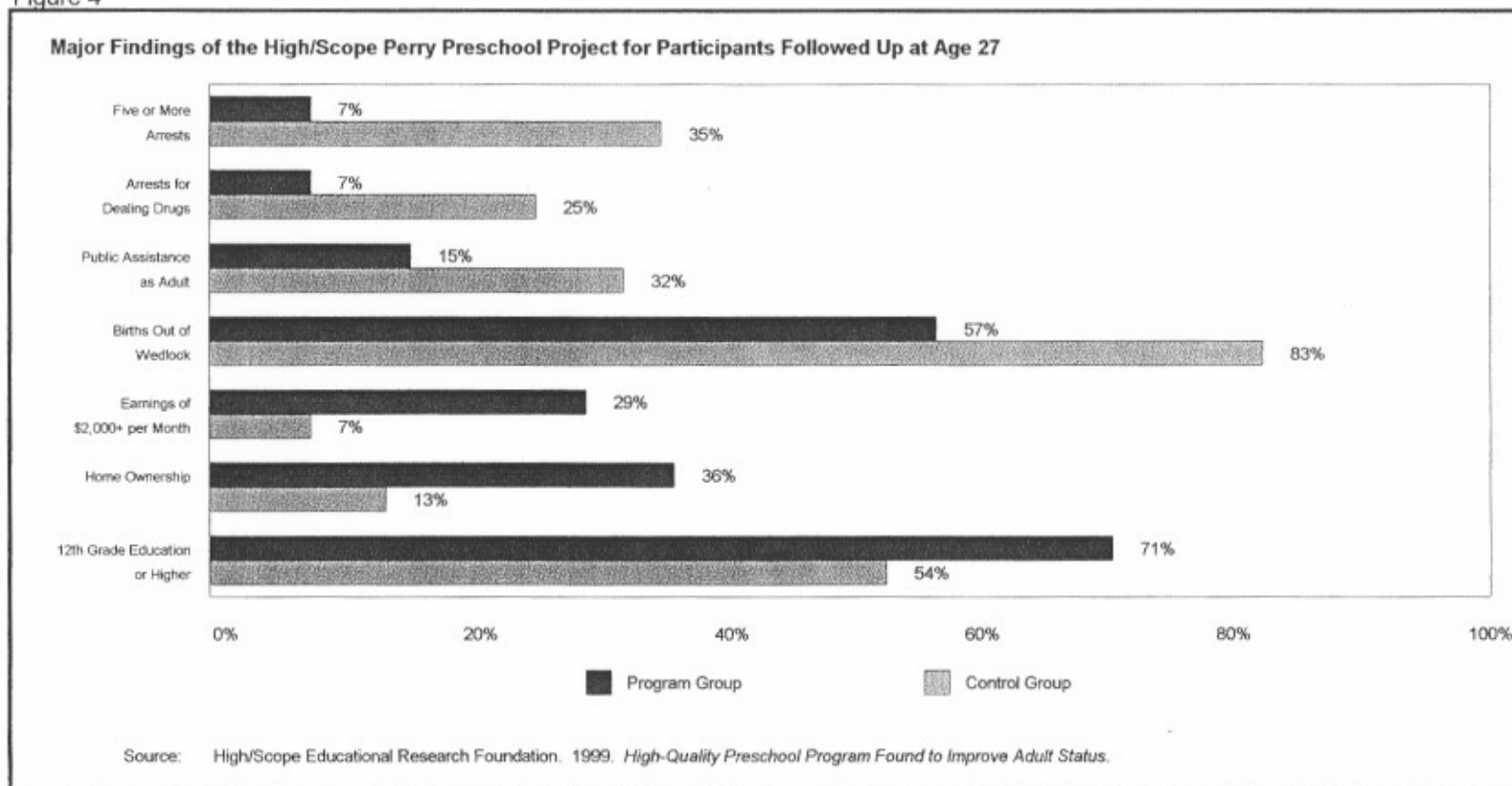


Figure 4



Parenting and family strengthening programs have received positive results in changing behavior problems in children if implemented at an early age, because children who have not developed emotional, intellectual, and social abilities by age 3, are more prone to develop social problems, thus inhibiting their potential productivity in society (NDCS, 2000). Over half of the increase in State prison population since 1990-1999 is due to prisoners convicted of violent crimes (Beck, 2000).

Discussion/Conclusion

The prison population has tripled since 1980, and prisoners who have committed violent offenses constitutes 51% of the prison population (Beck, 2000). Decreasing the instances of crime by utilizing intervention programs at an early age and increasing academic participation is the purpose of this research. What can the criminal justice system do to better protect the public? This is a question that the public ask every time one of their family members becomes a victim of a violent crime. Researchers have responded to the public's outcry by developing methods to intervene during the critical times of children's mental and moral developmental stages in order to inhibit the manifestation of criminal behavior. Intervention programs involving parents, teachers, community, and children have produced positive results in the deterrence and control of deviant conduct in children. If implemented, these intervention programs show great promise in controlling the incidents of criminal episodes and invariably may reduce the prison population.

Crime is the ugly reality of living in a democracy. The energy of accepting challenges, performing at the height of mental alertness, and enjoying the fruits of honest labor for some is denied due to dilapidated social, financial, and family support. The results, most often, is a journey into the path of social disruption. Focusing on the causes of criminal behavior is the first step to instigating tools to deter the incidents of crimes. Information received into inquiries on the practical application of crime prevention strategies, if put into public schools, can reduce the incidents of crime, and further decrease the human carnage associated with the commission of crimes against another human being. More funding, research, and a willingness to solve the increase of violent crimes through early intervention should prevail. Revamping the criminal

justice system by implementing innovative crime prevention strategies will need the outcry of citizens to their representatives in local and federal government to resound the echo message of providing American children with a head start in life by implementing intervention programs as suggested by experts. Despite some reluctance and reservation of some officials to change the course of current criminal justice procedures, the vote of the people still wield a lethal sword, and can yield a change in the system if they so desire it. The increase of the prison population is a steady progression, it will consistently consume more tax dollars to sustain it. The answer to resolving the crime problem has been around for a long time; by implementing crime prevention programs, the prison population will probably decrease, the incidents of crime will decrease, and most importantly, more potential victims will be spared the experiences of becoming victims of crime. Those in law enforcement will truly reap the benefits of early prevention programs by fulfilling their original mission of deterring crime when law enforcement was first introduced into the United States. A successful prevention program will lead to less victims on both sides of the criminal justice axle, and reduce the opportunities for the disadvantaged to ruin their futures because they were born into circumstances beyond their control.

REFERENCES

- Arum, R., & Beattie, I. (1999). Criminology: High school experience and the risk of adult incarceration, 37 (3). University of Arizona. pp. 515-539.
- Bandura, A., Adams, N., & Beyer, J. (1977). Cognitive processes mediating behavioral change. Journal of Personality and Social Psychology, 35(3). pp. 125-139
- Barton, P., & Coley, R. (1996). Captive students: Education and training in America's prisons. Policy Information Center Report. Princeton, NJ: Educational Testing Service.
- Bates, P., Davis, T., Guin, C. & Long, S. (1992). Assessment of literacy levels of adult prisoners. Journal of Correctional Education (Vol. 43). pp. 172-175.
- Beck, A.J. (2000). Bureau of Justice Statistics. Prisoners in 1999. (DOJ Publication No. NCJ 183476). Washington, D.C.: U.S. Government Printing Office.
- Beebe, M. & Mueller, F. (1993). Categorical offenses of juvenile delinquents and the relationship to achievement. Journal of Correctional Education (Vol. 44). pp. 193-198.
- Bond, T. & Strobe, M. (1993). Crime implications and our public education system. Texas Police Journal. 11-14.
- Bry, B. & George, F. (1979). Evaluating and improving prevention programs: A strategy from drug abuse. Evaluation and program planning. pp. 2:127-136.
- Clarke, R. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 91-150.
- Cortes J., & Gatti, F. (1972). Empirical, theoretical, and practical aspects of criminal behavior. Delinquency and crime: A biopsychosocial approach. New York, NY: Seminar Press.
- Duff, A. (1995). Penal communications and the philosophy of punishment. Crime and Justice: A Review of Research (Vol. 20). Chicago, IL: University of Chicago Press.
- Eckblom, P. & Pease, K. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 585-662.
- Farrell, G. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 469-534.

Figueira-McDonough, J. (1993). Residence, dropping out, and delinquency rates (Vol. 14). Deviant Behavior: An Interdisciplinary Journal. pp. 109-132.

Freeman, R. (1996). Why do so many young American men commit crimes and what might we do about it? (Vol. 10 No. 1). The Journal of Economic Perspectives. pp. 25-42.

Garland, D. (1991). Sociological Perspectives on Punishment. In crime and justice: A review of research (Vol. 14). Chicago: University of Chicago Press.

Greenwood, P.W. (1999). Office of Juvenile Justice and Delinquency Prevention. Costs and benefits of early childhood intervention. (DOJ Publication No. 94). Washington, D.C.: U.S. Government Printing Office.

Hart, H. (1968). Punishment and responsibility. Oxford: Oxford University Press.

Hartnagel, T., & Krahn, H. (1989). Youth & society: High school dropouts, labor market success, and criminal behavior (Vol. 20 No. 4). University of Alberta: Sage Publications. pp 416-444.

Hawkins, J., Arthur, M. & Catano, R. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 343-428.

Hawkins, J., Doueck, H., & Lishner, D. (1988). Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers. American Educational Research Journal. 25(1): pp. 31-50.

Hope, T. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 21-90.

Hornbeck, M. & Naylor, J. (1997). State's dropout rates surge: Officials question numbers, but say 'drugs, crime, homelessness,' high standards may push trend. The Detroit News.

Johnson, D. (1999). The Houston Parent-Child Development Center Project: Dissemination of a Viable Program for Enhancing At-Risk Families. Protecting the children: Strategies for optimizing emotional and behavioral development, edited by R.P. Lorion. London: Haworth Press.

Laycock, G. & Tilley, N. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 535-584.

LeBlanc, M., McDuff, P. & Vallieres, E. (1993). The prediction of males' adolescent and adult offending from school experience. Canadian Journal of Criminology. pp. 459-478.

Mauser, A. (1974). Learning disabilities and delinquent youth. Academic Therapy, 9. pp. 389-400.

McLean, R. Esq. (1975). Education for crime prevention and control. Springfield, IL.: Charles C. Thomas Publishers.

Moffitt, T. (1990). The neuropsychology of juvenile delinquency: A critical review. Crime and Justice: A Review of Research (Vol. 12). Chicago, IL: University of Chicago Press.

Moore, M. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 237-262.

Myers, R. (1999). High school dropout rate, juvenile crime closely linked The Topeka Capital-Journal.

Office of Juvenile Justice and Delinquency Prevention (OJJDP, 2000). The incredible years training series. (DOJ Publication). Washington, D.C.: U.S. Government Printing Office.

Office of National Drug Control Policy (ONDCP, 2000). The National Drug Control Strategy: 2000 Annual Report (ONDCP Publication No. NCJ-180082). Washington, D.C.: U.S. Government Printing Office.

Parks, G. (2000). Office of Juvenile Justice and Delinquency Prevention. The High/Scope Perry Preschool Project. (DOJ Publication). Washington, D.C.: U.S. Government Printing Office.

Ramey, C.T., Campbell, F.A., Burchinal, M., Skinner, M.L., Gardner, D.M., & Ramey, S.L. (2000). Persistent effects of early intervention on high-risk children and their mothers. Applied Developmental Science, 4, 2-14.

Riechers, L., & Shreves, M. (1992). Evaluation of the reading to reduce recidivism program. Texas Criminal Justice Policy: National Institute of Justice. pp. 1-80.

Schorr, L. (1997). Common purpose: Strengthening families and neighborhoods to rebuild America. New York, NY: Doubleday.

Shapland, J. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 263-342.

Stephan, J.J. (1999). Bureau of Justice Statistics. State Prison Expenditures, 1996 (DOJ Publication No. NCJ 172211). Washington, D.C.: U.S. Government Printing Office.

Tewksbury, R. & Vito, G. (1994). Improving the educational skills of jail inmates: Preliminary program findings. Federal Probation: A Journal of Correctional Philosophy and Practice (Vol. 58 No. 2). pp 55-59.

Tonry, M., & Farrington, D. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 1-20.

Tonry, M., & Morris, N. (1990). Crime and Justice: A Review of Research (Vol. 12). Chicago, IL.: University of Chicago Press.

Tremblay, R., & Craig, W. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 151-236.

Wikstrom, P. (1995). Building a safer society: Strategic approaches to crime prevention. Chicago, IL.: University of Chicago Press. pp. 429-468.

Winters, C. (1997). Learning disabilities, crime, delinquency, and special education. San Diego, CA: Libra Publishers. pp. 451-462.