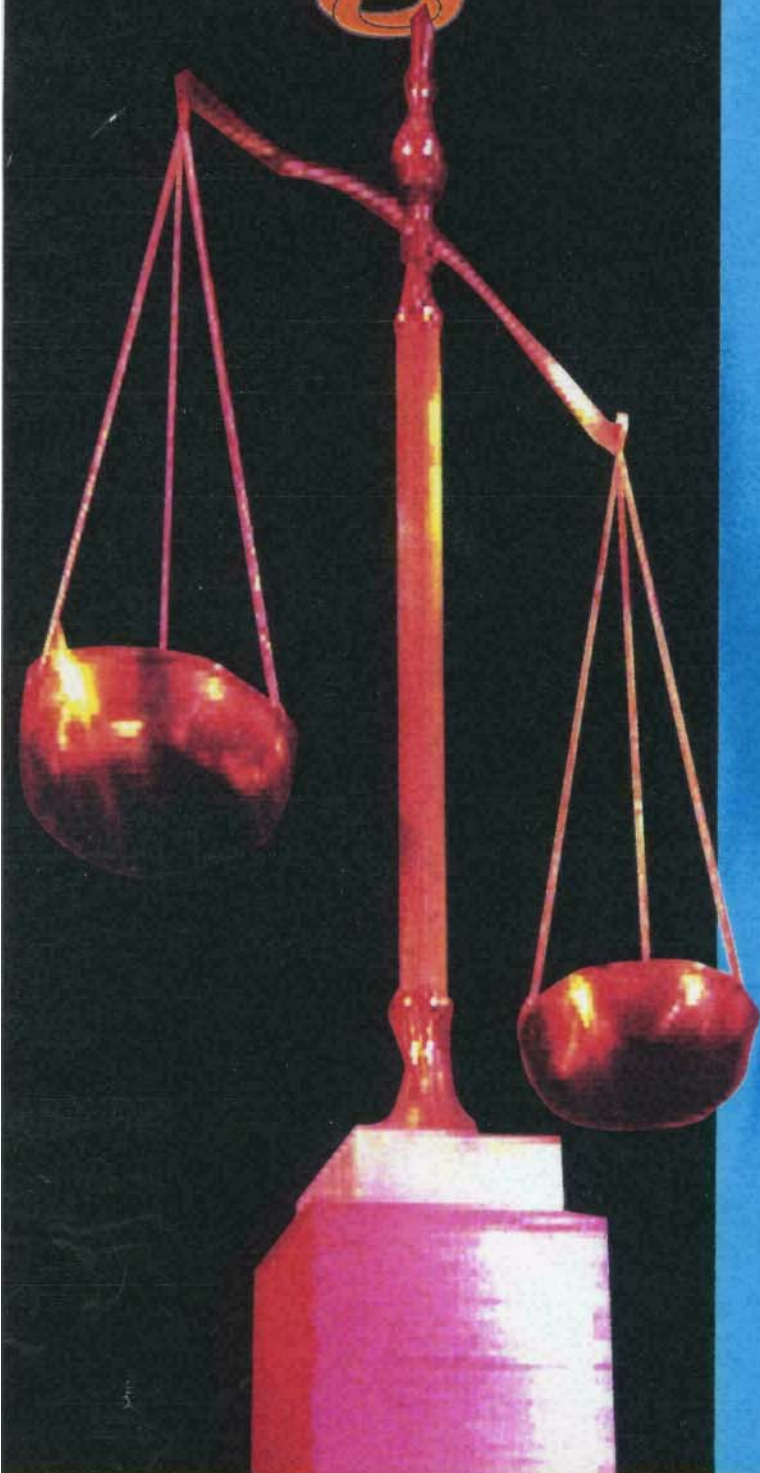


THE LOUISIANA PUBLIC BROADCASTING

Legal

EAST



THE CYCLE OF VIOLENCE

THE TEACHER'S GUIDE FOR THE VIDEO SERIES

Legal EASE

"The Cycle of Violence"

Instructional Guide

*for program five of the law-related education
high school video series produced by*

Louisiana Public Broadcasting

with a grant from the

**Office of Juvenile Justice
and Delinquency Prevention,
Office of Justice Programs,
U.S. Department of Justice**

This guide was written by

Cheryl J. Edwards

Education Consultant

Ayan L. Rubin

Educational Services Coordinator
Louisiana Public Broadcasting

Michael H. Rubin

Attorney
McGlinchey Stafford Lang
Baton Rouge



TABLE OF CONTENTS

Overview	1
The Consequences of Violence	2
The Problem of Violence	2
Drugs and Crime	2
Violence and Young People	3
Violence at Home	4
Child Abuse and Neglect	4
Domestic and Other Violence against Women	5
Violence at School	5
Violence in the Community	6
Violence Prevention	7
Prevention in Communities	7
Prevention in Schools	7
Ten Things Kids Can Do to Stop Violence	8
Violence Prevention in the Home	9
The OJJDP Model for Comprehensive Prevention and Intervention .	9
What You Can Do	11
Class Discussion Questions	12
Conclusion	16
Glossary	16
Information, Referral, and Assessment Resources and Services	17
Endnotes	19

OVERVIEW

The Cycle of Violence is the fifth program in the **LegalEASE** series produced by Louisiana Public Broadcasting. It is a fifteen minute video which aims to educate young viewers about the legal and social ramifications resulting from violence perpetrated by youth and against youth in their homes, schools, and communities. In this program, the term violence means physical force used to inflict injury or death upon someone or damage to something.¹

In today's world, violence is everywhere. We learn about the consequences of violence from reports in newspapers and magazines and on TV and radio. We see violent acts in movies and television programs (including cartoons) and hear about it in lyrics to popular music and video games. We experience violence in our communities. Many children and teenagers become victims of violent acts in places that have traditionally been safe havens — their homes and schools. With violence permeating every aspect of our lives, what can we do to turn the tide? The first step in any change process is heightened awareness of the problem. As a society, we have taken that first step. Federal and state laws have been enacted. Schools and communities across the nation are stepping up efforts to prevent violence. But much more can be done. This **LegalEASE** program focuses on some of the legal and social ramifications of violence as it relates to offenders, victims, their families, and society as a whole, and considers approaches to the prevention of violence.

LPB recommends that the video be viewed by teenagers in the presence of a concerned adult who has reviewed and become familiar with the information offered in this guide. The video is intended to stimulate discus-

sion. This guide provides background information on the physiological, social and legal consequences of violence. It also provides information to help adults recognize when a young person is in need of assistance and steps that can be taken to get them help. These materials are NOT intended to be a sole or complete source of information. Adults are cautioned to avoid giving legal advice to students and should steer discussion away from specific personal or family references when appropriate. They should familiarize themselves with the range of resources available locally so that they can direct young people to programs that can provide help if needed.

The on-air program host is basketball great Durand "Rudy" Macklin, who came to Louisiana State University in 1976 and, as a freshman, was voted AP and UPI All-American. Macklin made the ALL SEC First Team during his sophomore, junior and senior years, and led the LSU Tigers to the Final Four in Philadelphia in 1981. Macklin went on to play professionally for the Atlanta Hawks, the New York Knicks and the Los Angeles Clippers before a career-ending injury forced him to retire from professional sports. He now devotes much of his time to counseling youth on the importance of physical fitness and to working with children to prevent of underage drinking and the use of drugs.

Funding for this segment of the **LegalEASE** series was provided by Grant No. 95-JS-CX-0002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this program do not necessarily represent the official position or policies of the U.S. Department of Justice.

THE CONSEQUENCES OF VIOLENCE

The Problem of Violence

What is the price of violence in our society? The **annual** economic cost to society is staggering — an estimated \$160 **billion** (\$60 billion for federal, state, and local criminal justice expenditures and a cost of \$100 billion to victims).² In addition to the enormous costs of enforcement, court trials and incarceration, one must consider the senseless deaths, injuries and loss of personal freedom, not only for the perpetrators of violence, but also for the victims. In this video, the stories of real people who have been negatively affected by violent crime provide "reality checks" to raise awareness of the human and economic costs associated with the problem.

Until recently, violence has been considered a purview of the criminal justice system, but now it is recognized as a serious **public health** problem requiring widespread involvement. More than 6 million violent victimizations occur each year.³ The U.S. Department of Justice reports that Americans are more likely to become victims of violent crime than to be injured in motor vehicle accidents.⁴

Every day:⁵

- 60 persons are murdered,
- 250 women are raped,
- 2500 people are assaulted,
- 1400 people are robbed, and
- more than 5000 people suffer injuries from violent conflicts.

Who is at greatest risk of being victimized? Children, adolescents, young adults,⁶ the elderly, those who are poor, and those who are intoxicated. The perpetrators of violence are more likely to be someone the victim knows — an acquaintance, a friend, or a relative.

Drugs and Crime

Among the findings of a 1995 national poll on drug abuse⁷ was that the public is particularly concerned about the threat of drug use and the crime associated with it. This concern is definitely supported by the facts.⁸

- 79% of state prison inmates say they have used drugs at one point in their lives, and more than 60% used drugs regularly.
- Drug possession and distribution are crimes. More than half of all federal inmates are behind bars for drug offenses.
- Approximately 85% of females and 50% of males who are arrested for prostitution, resort to that activity to support their drug habit, and test positive for illicit drugs when arrested.

Drugs are involved in many violent crimes. At least half of the people arrested for homicide, theft, and assault were using illicit drugs around the time of their arrest. About half of the people incarcerated in state prisons for committing violent crimes report that they were under the influence of alcohol or other drugs at the time of their offense.⁹ And 1 in 3 juvenile detainees were under the influence of drugs at the time of their offense.¹⁰ Drinking and the use of other drugs is associated with:¹¹

- 68% of manslaughter charges
- 62% of assaults
- 52% of rapes
- 50% of spousal abuse cases
- 49% of murders
- 38% of child abuse cases.

Violence and Young People

*Violence has replaced foreign wars as the greatest danger to the young men and women of America.*¹²

FACT:

*More teen males now die of gunshot wounds than all natural causes.*¹³

Violence by and against young people in particular is deadly serious. By 1990, crimes of violence had become a larger component of all crime committed by young people. Since then the problem has gotten worse.¹⁴ Today, violence and injury,¹⁵ often related to substance abuse, are responsible for 75 percent of adolescent deaths.¹⁶ A study of ninth and tenth grade male students found that "juvenile drug sellers were more likely to have carried concealed weapons and to have committed violent offenses than were juveniles who only used drugs or juveniles who were drug free."¹⁷ Research also suggests that "involvement in drug trafficking results in higher delinquency rates, regardless of whether the juvenile is a user or not."¹⁸ While drugs and delinquency are often related, one does not necessarily cause the other. Although we can't say that drugs cause crime or vice versa, it is not unreasonable to say that one can be a predictor for the other. The strongest predictors of violence are other serious delinquency and problem school behavior.¹⁹ Researchers believe that the same underlying risk factors, which will be discussed in another section, contribute to each problem.²⁰

Teenagers "represent only about 15 percent of the population, yet they are arrested for roughly one-third of all crimes and more than one-quarter of violent crimes."²¹ In 1992, for example, there were 129,600 arrests of juveniles for violent crime (murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault).²² The increase in

homicides in the past few years is tied to the use of guns.²³ Incarcerated juveniles and high school students "reported that they acquire guns for self-protection and obtain them (cheaply and easily) through illegal and informal street sources."²⁴ Five out of six guns used in crimes are illegally obtained — many stolen from residences.²⁵ Juveniles are also responsible for 42 percent of arsons and 23 percent of property crimes. In contrast to older criminals, juveniles are more likely to commit crimes in groups.²⁶ Before getting involved in criminal activities, juveniles need to know that the penalties can be very serious. All states allow juveniles to be tried as adults in criminal court under certain circumstances.²⁷

Some of the most tragic stories are those in which children are killed in their own homes or neighborhoods by stray bullets or from accidental shootings when a young person is playing with a gun. Adolescents between the ages of 12 and 17 are much more likely to be victims than are persons past their mid-twenties.²⁸ And compared to other juveniles, African-American youth are more likely to be victims of violent crime. The greatest increase in juvenile homicides has been in large cities.²⁹ But no child is immune from violence. Children everywhere are at risk of becoming victims, and a sad fact is that many of these crimes go unreported.³⁰ Violent crime against teenagers and young adults goes unreported for various reasons — fear of retaliation, distrust of the criminal justice system, lack of proof or witnesses, recovery of stolen property, the offender is unsuccessful, or the victimization is viewed as a private or personal matter. "When an incident is associated with gang activity, the rate of non-reporting appears to soar."³¹

Sometimes violent outcomes are the result of things getting out of hand, particularly when groups of teenagers are involved. Arguments over issues related to turf, male-female rela-

tionships, personal insults, and gossip can escalate into violence. The taking of property, like name-brand clothing, can precipitate a fight that can lead to more serious actions. Or a prank that is meant to be harmless can get out of hand and result in violence against people or property. Young people should be cautioned that, regardless of the intent, an action that damages property or injures someone is considered violence, and it carries serious consequences. The outcome of such action can be even more serious if the young people involved believe that violence is the way to solve problems.

What is the outlook on juvenile crime? While juveniles are not responsible for most violent crime, the increasing rate of violent crimes committed by them does not bode well for the future. If violent crime by juveniles continues to increase as it has in the past ten years, it is estimated that by the year 2010, the number of juvenile arrests for violent crimes will more than double and the number of juvenile arrests for murder will increase nearly 150%.³²

Violence at Home

Violence in the home is usually domestic violence between husbands and wives (or persons living together) and / or child abuse. When guns are accessible, as they are in half of the households in this country,³³ they can lead to accidental deaths, especially when guns are within reach of children.

Child Abuse and Neglect

Growing up in the world today can be risky for all children, but some live in environments that are more risky than others. Chil-

dren can become victims at the hands of a parent or another person in their own homes. Child abuse, including sexual abuse, can be physical or emotional. In the case of physical abuse, there also are emotional or psychological scars. Drug abuse is implicated in about one-third of child abuse cases. Child neglect is the failure of caregivers to provide for the child's basic needs.

FACT:

Children are more likely than older juveniles to be killed by their parents. Fifty-nine percent of homicide victims under age 10 were killed by parents (more often the father). Fists or feet were the most common weapons, used in forty-five percent of such killings. Eighteen percent of these younger children were killed by a firearm.³⁴

While some abused or neglected children grow up to be happy, healthy, and productive members of society, others suffer from depression or related ailments. There is increasing evidence that a tendency toward violence can be transmitted from generation to generation. "One research study found that youths who have been abused or neglected are 38% more likely to be arrested for a violent crime by the time they are adults than those who have not been mistreated."³⁵ Another study on the connection between families and youth violence found that children growing up in violent homes (physical or sexual abuse or neglect, violence between parents, or a family climate of hostility) were more than twice as likely to participate in violence than children growing up in nonviolent homes.³⁶ Even if children are not being physically hurt, seeing their mother be abused³⁷ can cause problems. They may feel badly about themselves or be fearful, angry, sad, and scared. They may have trouble in school or

have difficulty in their own relationships. Because living in a home where their mother is abused can cause children psychological problems or put them in jeopardy of being physically abused, mothers are urged to use the law to protect their children and themselves.³⁸

Domestic and Other Violence Against Women

FACT:

*Domestic violence is the leading cause of injury to women in the United States.*³⁹

Women are more likely to be victimized by intimates such as husbands, ex-husbands, boyfriends (and to a much lesser degree by other relatives), than by acquaintances or strangers. Many women victimized by intimates do not report their violent victimization to police because of shame or fear of reprisal. Because it occurs in private and is under-reported, domestic (or family) violence, including battering, is difficult to measure. On average, each year, females experienced 572,032 violent victimizations at the hands of an intimate, compared to 48,983 such incidents committed against men. While women with lower education levels and family income were more likely to be the victims of domestic violence, the locale where a woman lives (urban, suburban, or rural) did not decrease a woman's risk of experiencing an act of violence by an intimate.⁴⁰

Groups of women at highest risk of experiencing a crime of violence (domestic or otherwise) are African-American and Hispanic women, young adult women (age range 20-24), economically disadvantaged women, women living in inner cities, and women who were never married or are divorced or separated. While males com-

mitted most of these crimes, about one-fourth of all assaults against females were perpetrated by other females.⁴¹ When weapons were used, strangers were more likely to be armed with guns, while intimates and other relatives were more likely to be armed with knives or other sharp instruments.⁴²

Rape, also, is more likely to be committed against women by someone known to them than by a stranger. Women were more likely to be raped in urban areas than in suburban or rural areas. Female victims of rape and aggravated assault were significantly more likely to perceive their attackers to be under the influence of drugs or alcohol than females who experienced a robbery or simple assault. Rapes are more likely to take place after dark, between 6 p.m. and midnight.⁴³

Violence at School

School violence is a problem in every part of the country and in every type of community — rural, suburban, and urban. In many schools today, there are metal detectors, parent patrols, armed security, clear plastic school bags and self-defense training seminars for staff. These and other strategies taken by the schools are making schools safer places for students. Still, many students, especially those attending schools that have not taken steps to reduce violence, are afraid to go to school or to be in areas around school. Students who bring weapons to school are likely to do so for the purpose of protection or to show off.⁴⁴ Weapons brought to school by students, even children in elementary schools, include guns, knives, clubs, bats, metal knuckles, slingshots, razor blades, chemicals, explosives, or other sharp-pointed instruments.⁴⁵

Violence in the Community

No community is immune from crime, but some are much more susceptible than others. In the most extreme cases, communities can be war zones. This level of violence is often associated with drugs — users committing crimes to support a habit, the violent behavior of people under the influence of drugs, violence between drug dealers, and gang warfare.

Children living in environments characterized by chronic⁴⁶ violence can suffer from symptoms similar to those associated with Post-Traumatic Stress Disorder. Based on the findings of studies and reports,⁴⁷ children living in such situations may be expected to exhibit the following behaviors: difficulty concentrating in school because of lack of sleep and "flashbacks,"⁴⁸ impaired memory, fearfulness of being left alone, more aggressive play, "acting tough" as a way of dealing with their fear, acting in an uncaring way toward others, and limiting activities for fear of re-experiencing trauma.

VIOLENCE PREVENTION

Prevention in Communities

While there are no easy answers to the complex problem of violence, prevention programs that respond to the broader social, economic, and environmental issues are more likely to be effective in reducing violence. Rather than focusing on enforcement and treatment, which attempt to change problems behaviors after they have surfaced, prevention programs center on comprehensive and community-based planning to identify and address risk factors, such as the availability of guns, that contribute to the problem.

Recommended strategies for prevention include the development of partnerships between law enforcement, social service agencies, and citizen groups.⁴⁹ Community policing is an innovative approach for addressing crime. Police officers are assigned to neighborhood beats to get to know the residents and work with them to identify and prioritize community problems. This approach allows the officers a great deal of flexibility and discretion for enforcement and prevention of crime.⁵⁰ Through the integration of community-based human services (social service agencies, schools, courts, health and mental health agencies) working in collaboration with residents, providers are able to communicate and work together to better meet the needs of residents. Rather than responding to crises, this integrated approach can improve the use of resources to address the underlying factors that contribute to violence and drug abuse. "The intent is to make services more accessible, more holistic, and less reactive, and to involve residents in solving their own problems."⁵¹

Prevention in Schools

**If we are to reach real
peace in this world,
and if we are to carry on
a real war against war,
we shall have to begin
with the children.**

— *Gandhi*

One of the National Educational Goals for the Year 2000 is to have safe, disciplined, and alcohol- and drug-free schools. Data from a national study of eighth, tenth, and twelfth grade students⁵² show a downward trend in students being victimized at school between 1990 and 1994, although there has been a slight increase in students' feeling that they are not safe at school. Schools must approach the problem of violence from a perspective of prevention rather than crisis management. Recommended steps⁵³ include:

- building a shared system of beliefs and values regarding schools and children, in collaboration with the larger school community;
- articulating a vision of respect for each community member;
- formulating policies regarding rights, responsibilities, expectations, and consequences, widely disseminated and understood by all, with an emphasis on support for the victim;
- Grafting a holistic plan of staff development for unity in the enforcement of both the letter and the spirit of the formulated policies, beginning with an assessment of the school's most pressing issues,

including prevention and intervention strategies, and fostering interchange among staff, strategy-sharing, practice, time investment, and follow-up;

- developing district statements which allow that racism and discrimination will not be tolerated or condoned; and
- employing learned strategies both to prevent and defuse violence in the schools.

Because weapons are a particular problem with the most harmful consequences, there are strategies that can be employed to reduce or eliminate weapons at school: encouraging student reporting, enlisting the judicial system in the enforcement of laws, collaboration between agencies (school and community), addressing violence in advertising, getting community volunteers to help monitor campuses, mentor and tutor students, staff training, crisis intervention team, curriculum on conflict resolution, security improvements, metal detectors, teaching students alternatives to violence, creating student awareness, teaching students the consequences of behaviors and follow through.⁵⁴

Educational programs on anger management, conflict resolution and peer mediation are three innovative approaches to the prevention of violence. In such classes, children can be instructed in strategies they can use to manage their anger and to resolve conflicts non-violently. Peer mediation programs train students to serve as mediators for disputes that occur at school. Each of these programs also incorporates role-play to allow students opportunities to practice skills they have learned. The U.S. Department of Justice has also developed a approach that uses McGruff the Crime Dog to teach younger children about crime prevention and the ways they can help stop the violence.

Ten Things Kids Can Do To Stop Violence⁵⁵

1. Settle arguments with words, not fists or weapons. Don't stand around and form an audience when others are arguing. A group makes a good target for violence.
2. Learn safe routes for walking in the neighborhood, and know good places to seek help. Trust feelings, and if there's a sense of danger, get away fast.
3. Report any crimes or suspicious actions to the police, school authorities, and be willing to testify if needed.
4. Don't open the door to anyone you don't know and trust.
5. Never go anywhere with someone you don't know and trust.
6. If someone tries to abuse you, say no, get away, and tell a trusted adult. Remember, it's not the victim's fault.
7. Don't use alcohol or other drugs, and stay away from places and people associated with them.
8. Stick with friends who are also against violence and drugs, and stay away from known trouble spots.
9. Get involved to make school safer and better - having poster contests and holding anti-drug rallies, counseling peers, settling disputes peacefully. If there's no anti-drug program, start one!
10. Help younger children learn to avoid being crime victims. Set a good example, and volunteer to help with community efforts to stop crime.

Another approach that some schools are using to prevent violence is teaching students to be discerning viewers of television and movies. Recent research has shown that "heavy exposure to media violence is a highly influential factor in children and later in their adult lives. "Research in the field of public communications also supports the conclusion that exposure to television violence contributes to increased rates of ag-

gression and violent behavior. "⁵⁶ "By mid-adolescence, young people have watched 15,000 hours of television—more time than they have spent with their teachers in school."⁵⁷ If they have not developed critical viewing skills, young people are "are more likely to imitate the harmful behavior they observe regularly on television, and to be less sensitive to violence when it occurs in real life. As a result of television violence, children are also more likely to be fearful of the world."⁵⁸ Young people who spend long hours watching television are not taking part in other activities that aid in their development, such as reading, creative expression, and participating in recreational pursuits.

Violence Prevention in the Home

Because children mostly watch television at home, parents should take an active role in teaching critical viewing skills, reducing the amount of television their children watch, being more selective in the programs that they do allow their children to watch, and watching those programs with them. There are now federal regulations regarding TV viewing and children, including the V-Chip that will allow parents to block violent content.

Since we know that violence in the home can influence children negatively, parents and guardians may need anger management and conflict resolution skills. Everyone in the family should learn how to keep themselves out of dangerous situations as a way of preventing violence. Parents should provide clear and fair expectations for their children's behavior. As children get older, they too can take responsibility for their own safety by weighing rights and freedoms against the potential for danger.

The OJJDP Model for Comprehensive Prevention and Intervention

The U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) recommends a comprehensive prevention and intervention model that includes:

1. identification of risk factors that contribute to violence and delinquency,
2. promotion of protective factors that inhibit violence and delinquency, and
3. implementation of early intervention strategies to help prevent violence and delinquency prevention.

OJJDP has divided the risk and protective factors into two categories: those that apply to the developmental period from conception to age six, and those that apply to the developmental period from age 6 through adolescence. Applicable to children and adolescents are **three protective factors** that inhibit violence and delinquency:

1. individual characteristics (having a resilient temperament or a positive social orientation are protective factors),
2. bonding (positive relationships that promote close bonds are protective), and
3. healthy beliefs and clear standards (the negative effects of risk factors can be reduced when schools, families, and/or peer groups teach their children healthy beliefs and set clear standards for their behavior).⁵⁹

Everyone who works with children and adolescents can help prevent violence by understanding those factors that contribute to and /or inhibit violence and delinquency.

Risk Factors

Conception to Age 6

- perinatal difficulties
- minor physical abnormalities
- brain damage
- abuse and maltreatment
- family history of criminal behavior and substance abuse
- family management problems
- family conflict
- parental attitudes favorable toward, and parental involvement in, crime and substance abuse
- early antisocial behavior
- academic failure

Age 6 through Adolescence

- extreme economic deprivation
- community disorganization and low neighborhood attachment
- transitions and mobility
- availability of firearms
- media portrayals of violence and substance abuse
- family management problems
- family conflict
- early and persistent antisocial behavior
- parental attitudes favorable toward, and parental involvement in, crime and violence
- academic failure
- lack of commitment to school
- alienation and rebelliousness
- association with peers who engage in delinquency and violent behaviors
- favorable attitudes toward delinquency
- early initiation of delinquent and violent behaviors
- constitutional factors (e.g., low intelligence, hyperactivity, and attention-deficit disorders)

Early Intervention Strategies

Conception to Age 6

- prenatal and perinatal medical care
- intensive health education for pregnant mothers and mothers with young children
- immunizations
- parent training
- enhancement of parent-child interactions
- cognitive developmental activities for the child
- promotion of social service use
- assistance to mothers in achieving educational and occupational goals
- social support for mothers
- toy and book lending libraries
- educational daycare and preschool
- social competence curriculums

Age 6 through Adolescence

- reductions in class size for kindergarten and first grade
- continuous-progress instructional strategies
- cooperative learning
- tutoring
- computer-assisted instruction
- diagnostic/prescriptive pullout programs
- ability grouping within classes in elementary school
- nongraded elementary schools
- classroom behavior management techniques
- behavioral monitoring and reinforcement of attendance, academic progress, and appropriate school behavior
- parent training
- marital and family therapy
- youth employment and vocational training programs with an intensive educational component

The comprehensive model put forth by OJJDP also offers guidelines for graduated sanctions for serious, violent, and chronic juvenile offenders. Community-based programs were found to be at least as effective as traditional training schools in reducing recidivism. The most effective programs are comprehensive, intensive and long term programs that build on youth's strengths rather than deficiencies. Important components include education, vocational training, and counseling for youth offenders and their families.⁶⁰ For those young people who are sentenced to a juvenile correctional facility, education is essential and needs to be designed to meet their needs. In addition to academic skills, young people require lessons in social and moral reasoning and vocational training. The objective is rehabilitation — the goal is to keep them from committing other violent crimes.⁶¹

What You Can Do

Many of the prevention strategies already discussed have offered ways that you can help prevent violence. Although you need some basic information, you do not have to be an expert to lend a helping hand. If you come in contact with a young person in need of assistance, a little knowledge can be a big help. Understand that you are not going to solve the problem alone, but you can jump-start the process.

Things you can do:

- be a positive role model for young people,
- identify services and resources,
- educate yourself about the signs/symptoms of alcohol use and abuse,

- express your concern to the young person (be sensitive to the young person in regard to the situation and to his or her culture),
- notify the parents of your concerns,
- consult with and/or refer the youth to an appropriate person or agency.

If a young person confides in you, listen, answer questions when you can, and provide support and referral. *Be aware, however, that you may be required by law to report a problem, like child abuse, to a law enforcement or social service agency.*

You should not enable the behavior of the young person to continue — this means, don't try to take over the problem and fix it and don't overlook the behavior. Don't use put-downs, don't be preachy or judgmental, and don't gossip about the young person.

As you plan for being a part of the help network, an important initial step is to go through your local telephone directory and list local resources, hotlines, places and people that can be of assistance should the need arise. Call or write the organizations and agencies listed at the end of this guide. Contact social service and volunteer agencies that can provide support such as baby-sitting, transportation, and family assistance. For example, if a mother and her children want to leave an abusive home, there may be a shelter for battered women and their children to which they can turn. Sit with a few of your friends, co-workers and /or family members to brainstorm about possible sources of help and resources available in your community. Call some of the numbers and ask for other referral possibilities.

CLASS DISCUSSION QUESTIONS

Throughout this LegalEASE video, a variety of questions appear on the screen to stimulate group discussion. In order to make it easier for teachers, counselors, or other adults viewing this program with teen audiences to encourage a meaningful dialogue, those questions are repeated here. Also provided are brief answers which adults can use as starting points for discussion.

If you commit a violent act and you're not yet 18, should the law treat you differently? Why?

There are two possible approaches.

DIFFERENT TREATMENT

The concept of different treatment for those under 18 originated in the idea that juveniles should be given an opportunity to learn from their errors and reform. This was the basis of "reformatories" — places where juvenile offenders would receive training and instruction so that they could resume their place in society.

Separate facilities for juveniles were thought appropriate so that youngsters would not be in the same location as hardened "senior" criminals who could "train" them in the ways of crime.

Finally, it was thought that a separate judicial system and set of rules was appropriate for children to prevent a mistake made while young from adversely affecting the rest of a person's life. Thus, juvenile justice systems, with their own judges, specialized rules, requirements of confidentiality, and rules, were created.

Those who advocate different treatment believe that juveniles are fundamentally different from "adults," that they should be given an opportunity to be rehabilitated, and that publication of the names of juvenile offenders is contrary to the rehabilitation function.

SAME TREATMENT

Those who argue that the same consequences should be meted out for the same behavior, regardless of the age of those who violate the law, claim that an arbitrary distinction between those who have and have not attained a certain age is self-defeating. They claim that certain crimes are so violent and so injurious to society that we should not create distinctions based only upon the age of the perpetrator.

Those who argue that the law should be the same for all note that any age chosen is essentially arbitrary. In some states, you can drive at 15; in others, you have to be 17. In some states, you can get married in 16; in other states, you cannot enter into a binding contract until you are 18. At a certain point, we are all responsible for our actions, and teenagers should not receive special treatment if they commit violent crimes; after all, goes the argument, the victim is injured equally by a gun wielded by a 15 year old as by a 30 year old, so the law should treat these acts identically.

Further, many claim that society as a whole has become more violent, that serious offenses are committed by those who are hardened criminals or who have no concern for the consequences of their behavior even through they are but 13 or 14. The only way

to deal with these offenses, it is claimed, is to treat the offenders as adults, since their behavior is as serious as that of any adult's.

Further Questions for Class Discussion:

- 1) If you think that the law should not treat violent acts differently depending on the age of the offender, is there any place where you would draw the line? What if a crime is committed by someone who is 10? 8? 6? 4?
- 2) If you think that the law should treat juveniles differently than adults, why is 18 the age of differentiation? Should it be 17? 16? Would you make a distinction for certain crimes, such as a terrorist bombing?

What is the legal purpose of sending those who commit violent acts to jail or juvenile facilities? Is the purpose punishment? Rehabilitation? Something else?

There is no right or wrong answer to this question. At different points in time in our society, there have been differing views on the function a criminal sentence should serve.

Some argue that rehabilitation is the only proper goal of incarceration; for without rehabilitation, we simply release back into society someone who has not been taught how to behave in society, how to earn a living, or how to atone for the acts committed.

Some claim that punishment is the appropriate function of justice, and that for every

act there should be a firm and unavoidable consequence. Therefore, those convicted of crimes should be punished firmly so that they will learn the consequences of their actions and so that others will be deterred from committing similar acts.

Still others submit that the goal of criminal law cannot be either rehabilitation or punishment; rather they believe in removing offenders from society. They assert that some people will never be rehabilitated and that society underestimates the problems of offenders if it believes that they truly can reform. They further assert that punishment does not serve as a deterrent, for crimes continue to be committed, and many criminals either do not believe they will be caught, do not care about the long-term consequences of their actions, or do not worry about "punishment" because their lives are so wretched now that punishment could not be worse. Those who believe in removal of offenders from society assert that since we cannot rehabilitate or deter, the proper function of the criminal justice system is to make sure that those who commit violent crimes are not allowed to remain within normal society. Incarcerating these offenders is for the protection of society, not for the benefit of the criminal.

Why is rape a crime?

All societies have laws preventing the violation of a woman's body.

Rape is usually defined as penetration without consent. It does not necessarily require any violent action by the rapist — simply lack of consent by the woman. Most states have increased penalties for violent rape — sometimes called aggravated rape. Penalties are increased if rape is committed in the

course of committing other crimes, if a weapon is used, or if threats to others (such as children) may be involved.

All states also have a concept of rape that occurs even with consent — this involves minors. This is called, usually, "statutory rape." Some states make a distinction between the age of the victim and the perpetrator; for example, different treatment if the victim is 14 and the perpetrator is 17 as opposed to 28. All states have protection for small children, and some include within the concept of statutory rape taking advantage of those who are mentally deficient, regardless of their age.

Why does the law treat some rapes — such as those involving a weapon — more harshly?

Because rape (other than statutory rape) involves a lack of consent of the victim, the presence of a weapon makes it easier to show the lack of the victim's consent. Further, the use of a weapon (whether it is a gun, a club, a bat, a brick, or a knife) shows that the rapist had the capacity (and perhaps) the intention to kill the victim.

All states have increased penalties for crimes committed with certain weapons. For example, hitting someone is a "battery." Hitting someone with a bat is "aggravated battery." Use of a weapon "aggravates" or makes the crime worse, for there is more of a chance of permanently injuring or killing the victim. Increasing penalties for crimes using weapons is believed by some to make people think twice before using weapons.

Should the fact that a person carried a gun be enough for the law to assume an intent to cause harm?

The increased penalties for crimes committed with the use of a gun are not necessarily related to the criminal's intent or supposed intent. In most cases, the mere carrying of a gun is sufficient to change the nature of the crime without any proof of intent. The underlying concept is that regardless of the intent of the individual who possesses the weapon, it is more likely that someone will be injured (with intent or accidentally) than if no weapon is used. Further, since a victim cannot know whether one wielding a gun intends to use it, it gives the gun carrier increased power over the victim.

Your class discussion may stray off into which laws can punish gun possession. It is beyond the scope of **LegalEase** to go into the distinctions between federal law (which normally requires a connection between interstate commerce and the use or possession of a gun) and state law (which can punish mere possession during the course of a crime or attempted crime). Generally, however, every state has increased penalties for crimes committed with weapons, and some have special penalties if the gun is the weapon.

It is illegal to assault someone. There are no exceptions if you injure someone while "getting even." Is this fair?

Most state laws punish assault, with the only exception being self-defense. Most

states define self-defense as protecting yourself from imminent bodily injury.

"Getting even" with someone indicates that you want to take justice into your own hands — that you want to right a wrong you perceive has been committed against you. The law prohibits individuals from being roving vigilantes, "punishing" or "getting even" with others regardless of their actions.

If what someone has done is illegal, he or she can be punished for it by the legal system, using due process of law. If what they have done is not illegal, the law cannot punish them, and no individual should have the right to do what the law cannot.

If the law is wrong, the solution is to change the law through the legislative process, not to take the law into your own hands.

Why do some people hesitate to go to the police to report crimes?

There are many reasons. Some people do not want to "get involved," to take responsibility for standing up for what is right, to report what is wrong. It may be that they do not take their responsibilities as citizens as strongly as they should. It may be because

they believe they are too busy. It may be because they fear retribution from the criminal.

Others say they hesitate to report crimes because they don't think criminals will be punished. They do not think that the court system operates the way they would like it to, or they believe that it operates too slowly.

Still others believe that the police do not enforce the laws as they should, or that police selectively enforce laws against some but not against others.

Further Questions for Class Discussion

1. If someone committed a crime against you or a member of your family, would you want that person punished?
2. If the justice system could not punish the wrongdoer without a witness, would you want the criminal to escape merely because no one cared enough to step forward and report the crime or be a witness?
3. What do you think would make people more likely to report crimes?

CONCLUSION

Like drug abuse, violence and its effects cross all boundaries — economic, cultural, educational, and geographic. No one is immune, but with knowledge of ways in which you can help to predict and prevent violence, particularly by and against youth, you can take some steps to help—one child at a time. Consider the following:

The Young Man and the Starfish⁶²

A old man was taking a sunrise walk along the beach. In the distance he caught sight of a young man who seemed to be dancing along the waves. As he got closer he saw that the young man was picking up starfish from the sand and tossing them gently back into the ocean. "What are you doing?" the old man asked. "The sun is coming up and

the tide is going out; if I don't throw them in they'll die." "But young man, there are miles and miles of beach with starfish all along it— you can't possibly make a difference." The young man bent down, picked up another starfish, and threw it lovingly back into the ocean, past the breaking waves. "It made a difference for that one," he replied.

The next segment in the LegalEASE series will focus specifically on conflict resolution and peer mediation programs that are being undertaken in schools and communities throughout the country. Conflict resolution programs provide information to young people and adults on non-violent alternatives for resolving conflicts, and peer mediation programs teach young people strategies for intervening and assisting others in the process of resolving conflicts or disputes.

GLOSSARY

Assault - Assault means the intentional inflicting of injury on another person.

Juvenile - A juvenile is a young person under the age of 18.

OJJDP - OJJDP is an acronym for the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Crime victim - A crime victim is a person who is hurt and experiences a loss or injury (psychological, physical, or financial) as a result of someone else's act that constitutes a crime under federal, state, or local law.⁶³

Violent crime - Violent crime refers to the criminal behavior that may result in death or bodily injury or psychological injury or behavior that involves the threat of death or injury. Acts such as homicide, robbery, sexual assault, assault, and dating violence are violent crimes often committed on or near school property.⁶⁴

Illicit Drugs — Illicit drugs are also called illegal drugs or controlled substances. These drugs are governed by federal and state laws. Examples are: marijuana, crack and cocaine, LSD, PCP, and methamphetamines.

INFORMATION, REFERRAL, AND ASSESSMENT RESOURCES AND SERVICES

National

Office of Juvenile Justice
and Delinquency Prevention
635 Indiana Avenue, N.W.
Washington, DC 20531 (202) 307-
5914

Juvenile Justice Clearinghouse
P.O. Box 6000 Rockville, MD
20849-6000 (800) 638-8736

National Teens, Crime and Community
National Institute for Citizen
Education in the Law
711 G Street, S.E.
Washington, DC 20003

National Crime Prevention Council
1700 K Street N.W. Second Floor
Washington, DC 20006

National Center for Injury Prevention
and Control Mail Stop F-36 4770 Buford
Highway, N.E. Centers for Disease Control
and Prevention Atlanta, GA 30341-3724
(404) 488-4646 (800) 729-6686

Local

Compile your own list of local resources for information on violence prevention and education: social service agencies, juvenile

court, and the schools. Each of these contacts may lead you to other resources that can be helpful.

<i>Contact</i>	<i>Type of Service</i>	<i>Address</i>	<i>Telephone</i>

ENDNOTES

¹ Violence in the Schools (Teacher's Guide), a publication of the Center for Civic Education, p.13. Louisiana Programs and Projects for Violence Prevention and Victim Support, A Resource Directory, Louisiana Violence Prevention Task Force, Louisiana Department of Health and Hospitals, Disability Prevention/Injury Control Section, New Orleans, 1994, p.iii. The Louisiana Violence Prevention Task Force includes violence inflicted upon oneself in the definition of violence. Other definitions include the inflicting of psychological (or emotional) injury. Physical or psychological injury can be temporary or permanent.

² Breaking the Cycle: Predicting and Preventing Crime, National Institute of Justice Research Report, U.S. Department of Justice, 1994.

³ Criminal Victimization in the United States, 1992: A National Crime Victimization Survey Report, Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, March 1994, p.4. This statistic is based on 1992 data of 6.6 million violent victimizations for that year.

⁴ Highlights from 20 years of Surveying Crime Victims: The National Crime Victimization Survey, 1973-1992, Washington, D.C., U.S. Department of Justice, Bureau of Justice Statistics, p.5.

⁵ (a) Breaking the Cycle: Predicting and Preventing Crime, National Institute of Justice Research Report, U.S. Dept. of Justice, 1994. The statistics given are: In one day, about 60 persons are murdered and more than 250 women are raped; in one hour, 120 persons are assaulted, and every minute a person is robbed. The FBI reported that 22,540 murders were committed nationwide

in 1992. Source: "Violence between Intimates," Bureau of Justice Statistics Report, United States Department of Justice, November 1994. (b) Source for the reference to injuries: The Prevention of Youth Violence: A Framework for Citizen Action, National Center for Injury Prevention and Control, Atlanta, GA: Centers for Disease Control, 1993.

⁶ Advance Report of Final Mortality Statistics, 1991, Monthly Vital Statistics Report, 42,2, August 31,1993 Supplement, Centers for Disease Control and Prevention/National Center for Health Statistics. Homicide is the leading cause of death among African-American men.

⁷ Peter D. Hart Research Associates conducted the survey of a representative cross section of 1003 Americans age 18 and over to explore attitudes toward drug abuse and drug policy in the United States. Results of the survey were reported in the Drug Strategies Fact Sheet and Survey 1995 by JOIN TOGETHER, a national organization based in Boston.

⁸ Source: Substance Abuse: The Nation's Number One Health Problem, Institute for Health Policy, Brandeis University, 1993, pp. 42-43.

⁹ Source: Substance Abuse: The Nation's Number One Health Problem, Institute for Health Policy, Brandeis University, 1993, pp. 42-43.

¹⁰ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 64.

¹¹ Sources: (1) National Institute on Alcohol and Alcoholism, 1994; (2) Booklet: "OSAP Mobilizes to Combat A National Crisis," Office (now Center) for Substance Abuse Prevention, Spring 1991, p.1.

¹² National School Safety Center Newsjournal, Spring 1993, p. 9.

¹³ Source: Substance Abuse: The Nation's Number One Health Problem, Institute for Health Policy, Brandeis University, 1993, pp. 42-43.

¹⁴ In one year (1992-93), for instance, juvenile arrests for violent crimes increased nearly 6 percent. Juvenile arrests for homicide increased 14 percent and juvenile arrests for weapons violations increased by 12 percent. "Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders," Office of Juvenile Justice and Delinquency Prevention's Update on Programs Juvenile Justice Bulletin, June 1995, p.1.

¹⁵ This statistic includes injury resulting from traffic crashes.

¹⁶ Source: Substance Abuse: The Nation's Number One Health Problem, Institute for Health Policy, Brandeis University, 1993, pp. 42-43.

¹⁷ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 64. Findings were drawn from a 1988 self-report study conducted in Washington, DC by Altschuler and Brounstein.

¹⁸ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and

Delinquency Prevention, August 1995, p. 64. Findings were drawn from a 1988 self-report study conducted in Washington, DC by Altschuler and Brounstein.

¹⁹ Salts, C.J., et al., "Predictive variables of violent behavior in adolescent males," Youth and Society, 26,1995, pp.377-399. Summary printed in Prevention Abstracts, Southeast Regional Center for Drug-Free Schools and Communities, Winter 1996, p.19.

²⁰ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 63.

²¹ Teens, Crime, and the Community, Teacher's Manual (second edition), National Institute for Citizen Education in the Law and National Crime Prevention Council, St. Paul, MN: West Publishing Co., 1992, p. v.

²² Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 2.

²³ (a) Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 22. (Data reported by Snyder and Sickmund was for the year 1991.) (b) The first comprehensive compilation of juvenile crime data reported by the U.S. Department of Justice, printed in the Drug Policy Report: Narcotics and Crime Control News, September 1995. In this report, it was noted that guns had been used in eight out of ten murders committed by juveniles in 1991,

and that the number of gun-related murders tripled between 1984 and 1991.

²⁴ Sheley, Joseph, and James. D. Wright, Gun Acquisition and Possession in Selected Juvenile Samples. Research in Brief, Washington, D.C., U.S. Department of Justice, National Institute of Justice and Office of Juvenile Justice and Delinquency Prevention, December 1993.

²⁵ Reiss, Albert J., Jr., and Jeffery A. Roths, eds., Understanding and Preventing Violence. Washington, D.C., National Academy Press, 1993:52.

²⁶ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, pp. 1 and 3. The rate of violent crimes committed by juveniles reported in different sources ranges from 13-20 percent.

²⁷ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 26.

²⁸ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 14.

²⁹ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, pp. 16 and 19. Statistic from 1991 study.

³⁰ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 16. Statistics from 1991 study.

³¹ Evenrud, Loren A., "Crime victims and the gang subculture," National School Safety Center Newsjournal. Spring 1993, pp. 28-29.

³² Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. iv. Between 1988 and 1992, juvenile arrests for violent crimes increased by nearly 50%.

³³ Reiss, Albert J., Jr., and Jeffery A. Roths, eds., Understanding and Preventing Violence, Washington, D.C., National Academy Press, 1993:52.

³⁴ Snyder, Howard N. and Sickmund, Melissa, "Juvenile Offenders and Victims: A National Report," National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, August 1995, p. 20. Statistics from 1991 study.

³⁵ Widom, Cathy Spatz, "The Cycle of Violence" Research in Brief, Washington, D.C.: U.S. Department of Justice, National Institute of Justice, October 1991:1. The U.S. Department of justice has also reported a link between child abuse and neglect and future delinquency and crime. Source: The first comprehensive compilation of juvenile crime data reported by the U.S. Department of Justice, printed in the Drug Policy Report: Narcotics and Crime Control News, September 1995.

³⁶ Thornberry, Terence P., "Violent Families and Youth Violence," Fact Sheet #21, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, December 1994. In this study, conducted in Rochester, New York, the researchers relied on self-reported data from youth.

³⁷ While men are victims of domestic abuse, it is more common for women to be victimized.

³⁸ The Justice You Deserve: How the Law Can Protect You From Abuse, guide on domestic abuse prevention, Association of Trial Lawyers of America and Louisiana Coalition Against Domestic Violence, 1994, p.1.

³⁹ Stark, E., and A. Flitcraft, "Violence Among Intimates: An Epidemiological Review," in Haslett et al., eds., Handbook of Family Violence. 1987.

⁴⁰ Bachman, Ronet/"Violence Against Women," A National Crime Victimization Survey Report, United States Bureau of Justice, Bureau of Justice Statistics, January 1994.

⁴¹ Bachman, Ronet/"Violence Against Women," A National Crime Victimization Survey Report, United States Bureau of Justice, Bureau of Justice Statistics, January 1994.

⁴² Bachman, Ronet/"Violence Against Women," A National Crime Victimization Survey Report, United States Bureau of Justice, Bureau of Justice Statistics, January 1994.

⁴³ Bachman, Ronet/"Violence Against Women," A National Crime Victimization Survey Report, United States Bureau of Justice, Bureau of Justice Statistics, January 1994.

⁴⁴ Arnette, June Lane, "Weapons: A Deadly Role in the Drama of School Violence: Solutions and strategies for detecting and eliminating weapons at school," Update on Law-Related Education. Vol. 19, No.2,1993, p.2.

⁴⁵ Arnette, June Lane, "Weapons: A Deadly Role in the Drama of School Violence: Solutions and strategies for detecting and eliminating weapons at school," Update on Law-Related Education. Vol. 19, No.2,1993, p.30.

⁴⁶ Chronic violence means violence that occurs frequently and over a long period of time.

⁴⁷ Osofsky, Joy, D., et al, "Chronic Community Violence: What Is Happening to Our Children?" Psychiatry. 56,1993, pp. 36-45, and Osofsky, Joy D., "The Effects of Exposure to Violence on Young Children," American Psychologist, September 1995, pp. 782-788.

⁴⁸ The term "flashbacks" replaced the authors' description of "intrusive imagery."

⁴⁹ "Innovative Community Partnerships: Working Together for Change," Program Summary, prepared by Roberta C. Cronin, Office of Juvenile Justice and Delinquency Prevention, July 1995, pp. 2-4.

⁵⁰ "Innovative Community Partnerships: Working Together for Change," Program Summary, prepared by Roberta C. Cronin, Office of Juvenile Justice and Delinquency Prevention, July 1995, p. 2.

⁵¹ "Innovative Community Partnerships: Working Together for Change," Program Summary, prepared by Roberta C. Cronin, Office of Juvenile Justice and Delinquency Prevention, July 1995, p. 3.

⁵² "Johnston, Lloyd D., et al, "Selected Outcomes Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals," Special Report for the National Goals Panel, Institute for Social Research, University of Michigan, June 1995.

⁵³ First, P.P., and Curcio J.L. "Healthy kids—not violent kids: Healthy kids—not victims," People and Education, 2,1994, pp. 449-457. Summary printed in Prevention Abstracts, Southeast Regional Center for Drug-Free Schools and Communities, Summer 1995, p.11.

⁵⁴ Arnette, June Lane, "Weapons: A Deadly Role in the Drama of School Violence: Solutions and strategies for detecting and eliminating weapons at school," Update on Law-Related Education, Vol. 19, No.2,1993, pp. 30-32.

⁵⁵ Suggestions from "McGruff, the Crime Dog" Program, U.S. Department of Justice.

⁵⁶ Hepburn, Mary A., "TV Violence: Myth and Reality," Social Education 59(4), 1995, pp.309.

⁵⁷ Great Transitions: Preparing Adolescents for a New Century, Carnegie Council on Adolescent Development, October 12,1995, summary report printed in Drug Policy Report: Narcotics and Crime Control News, October 1995.

⁵⁸ "Should Congress Pass Legislation Restricting Violence on Television?" Constitu-

tional Rights Foundation, 1995. Since this paper was written, legislation has been passed regarding this issue.

⁵⁹ (1) "Communities that Care: Risk-Focused Prevention Using the Social Development Strategy," Developmental Research and Programs, Inc., 1993, and (2) "Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders," Office of Juvenile Justice and Delinquency Prevention's Update on Programs Juvenile Justice Bulletin, June 1995.

⁶⁰ "Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders," Office of Juvenile Justice and Delinquency Prevention's Update on Programs Juvenile Justice Bulletin, June 1995.

⁶¹ Gemignani, Robert J., "Juvenile Correctional Education: A Time for Change," Juvenile Justice Bulletin, OJJDP Update on Research, October 1994.

⁶² Adapted from a story written by Joel Arthur Baker. The author notes that his story was inspired by Loren Eiseley.

⁶³ Lowe, Kip, "Youth Violence: Its Victims and Impact," Update on Law-Related Education, Vol. 19, No. 2,1995, p. 23.

⁶⁴ Lowe, Kip, "Youth Violence: Its Victims and Impact," Update on Law-Related Education, Vol. 19, No. 2,1995, p. 23.