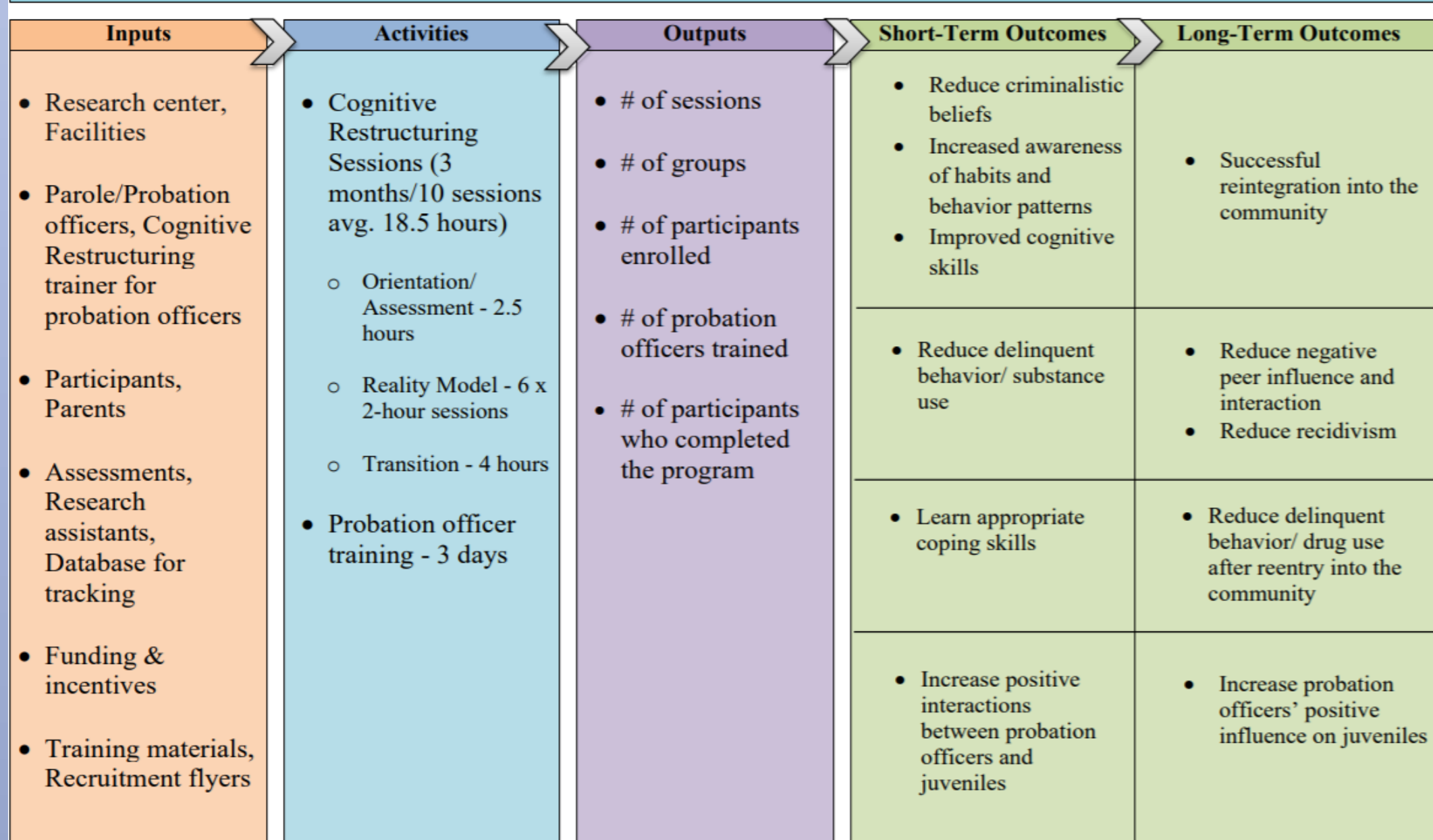


Introduction

Secondary data from ICPSR #30143 Criminal Justice Drug Abuse Treatment Studies (CJ-DATS): Comparison of Two Reentry Strategies for Drug Abusing Juvenile Offenders used cognitive restructuring (CR) as its intervention. Cognitive Restructuring (CR) focuses on restructuring the cognition participants or clients have, which could lead to criminalistic behaviors. Probation officers conduct the Cognitive Restructuring sessions after three days of training. The CR sessions includes six, two-hour reality model sessions that helped juvenile offenders learn CR and plan how to implement CR once they are released back into the community.

Juvenile Reentry Logic Model



Evaluation questions

- 1) To what extent has the cognitive restructuring re-entry program changed social problems among African American Juvenile offenders after returning to the community?
- 2) To what extent has cognitive restructuring prevented re-arrest among African American juvenile offenders after returning to the community?

Literature Review

- What we know is that cognitive restructuring is associated with reducing recidivism rates among prison inmates since cognitive restructuring uses CBT (Cognitive Behavior Therapy).
- Research shows that CBT is effective in addressing the negative symptoms of depression, anxiety, personality disorders, and psychosis (Pearson et al., 2002).
- CBT addresses negative self thoughts which contributes to depression, anxiety, personality disorder and psychosis (Clark, 2014).
- Many juvenile offenders experience social problems which includes depression, anxiety, and personality disorders; along with other social problems that can lead suicide and incarceration (Sanchez et al., 2015).
- Cognitive-behavioral and behavioral interventions are most effective in reducing recidivism when CR is combined with aftercare (Thomas et al., 2010).
- African Americans are an underprivileged and marginalized community that are arrested at higher rates than their White and Asian counterparts.

Abstract

The ICPSR #30143 Criminal Justice Drug Abuse Treatment Studies (CJ-DATS): Comparison of Two Reentry Strategies for Drug Abusing Juvenile Offenders, 2003-2009 was used to evaluate if cognitive restructuring would prevent rearrest and lower social problems among African American juvenile offenders. In the study there was a total of 125 participants, 118 were female and 7 were male. The total sample was split into two groups, 62 were in the cognitive restructuring group and 63 were placed in the standard aftercare group. The study utilized a multi-site experimental design with random assignment of two study conditions within each site located in Delaware and Florida. Participants were recruited in the original research study at each site after being discharged to the community.

Evaluation Design:

- Evaluates the effect of CR in reducing social problems and recidivism.
- Participants were recruited in the original research study at each site after discharged to the community.
- This study follows the pretest-posttest control group experimental design with an additional follow-up.
- The Juvenile Reentry Program collected data from 2005 through 2008

R O1 X O2 O3 (TREATMENT GROUP)
R O1 O2 O3 (COMPARISON GROUP)

R= Random assignment, O1= Baseline/Pretest, X= Intervention (Cognitive Restructuring), O2/O3= Posttest/Follow up.

Sample:

- Multi-site experimental design with random assignment
- Participants received 10 sessions of Cognitive Restructuring
- 62 juvenile offenders participated in CR (intervention group)
- 63 juvenile offenders were in the comparison group (Standard Aftercare)
- Study included both male and female, but mostly females
- Study included Hispanic, White, Black, Native American, and Asian juvenile offenders

Measures:

Dependent variable :

- The two dependent variables (DV) were re-arrest rates and social problems among African American Juvenile offenders
- The DVs were measured based on the participants' self-reporting of criminalistic behavior and social problems that led to re-arrest on the Youth Self-Report scale (YSR).
- Social problems were defined as mental health issues
- Criminalistic behavior is defined as criminal behavior
- The YSR assessment has questions that measure anxiety/depression, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, and aggressive behavior.
- Juvenile offenders self-report their growth in their social problems and recidivism on a 3- point scale. Higher scores indicate client reported more social problems and more re-arrest rates
- Construct relevant statements for recidivism are labeled as "0= none" and "3= 3 or more" and for social problem "not at all", "somewhat/sometimes true", and "very often true"

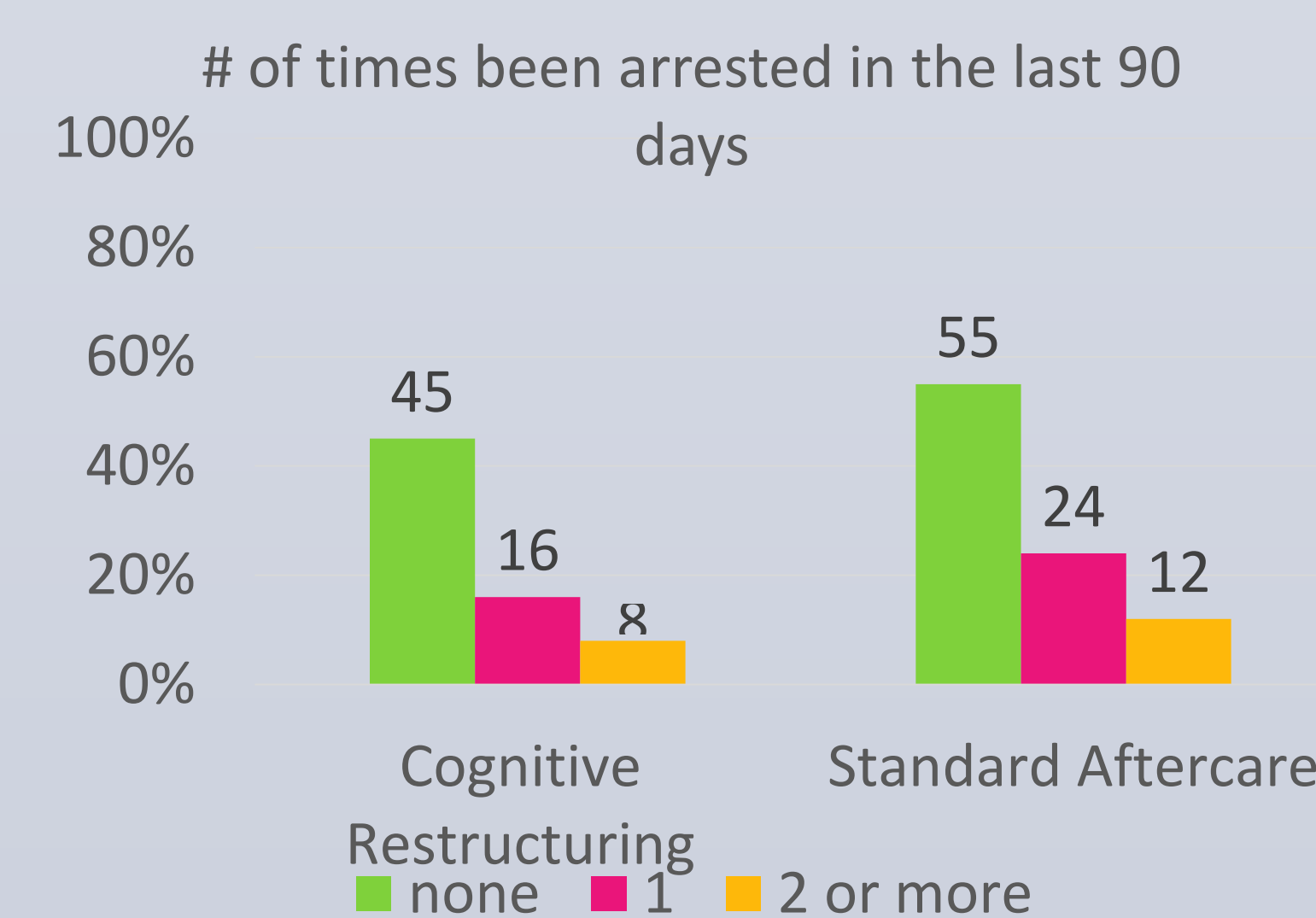
Data collection:

- Baseline data was collected through face-to-face interviews conducted by RAs (Resident Assistants) during the last four weeks of treatment for the facility in Florida and within 48-hours for the facility in Delaware
- Three-month post-release interview at the end of the CR intervention and an interview nine-month post-release.
- Follow-up interviews were completed six months after completing the program and nine months after post-release from the locked facility.

Results

Descriptive Analysis:

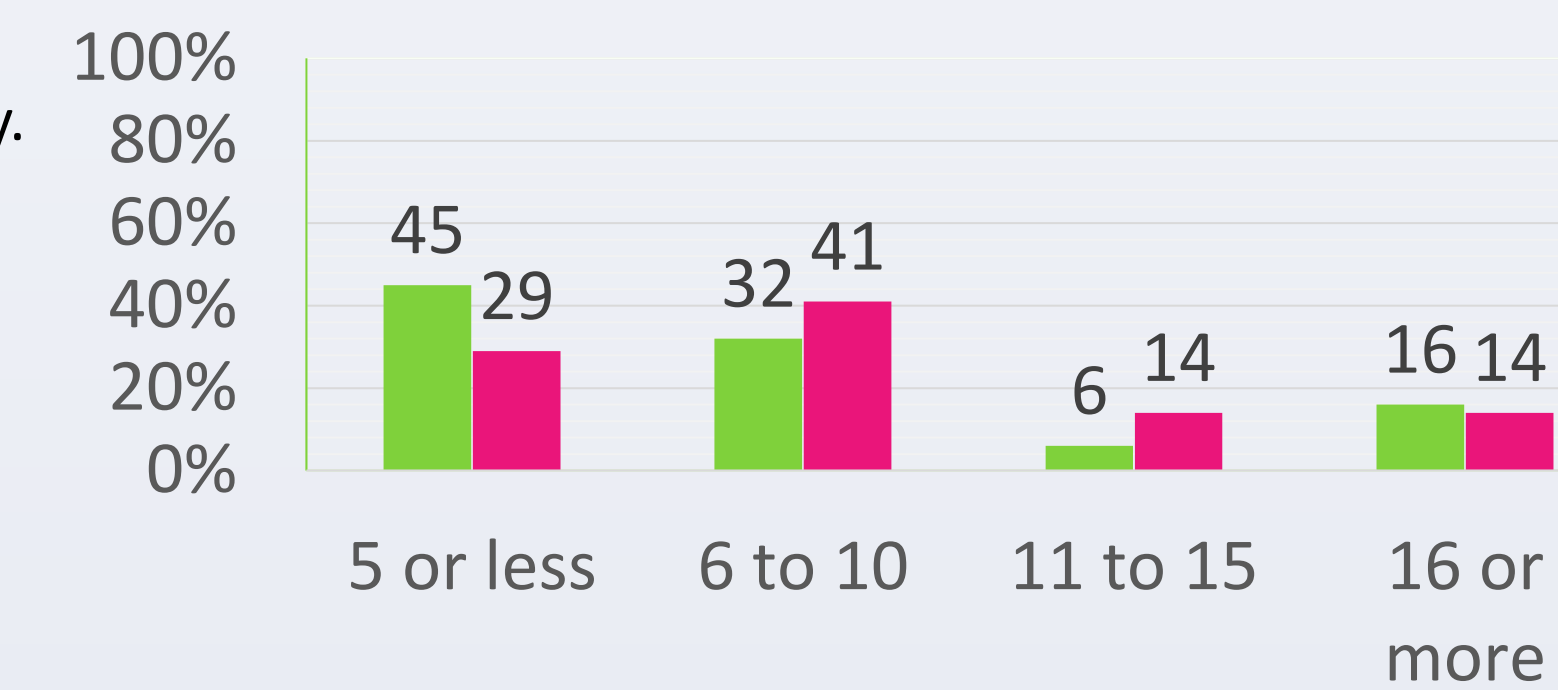
- Data revealed that the mean at baseline of social problems was 4.00 compared to 2.00 at follow-up.
- Results showed that both the comparison group (SA) and the intervention group (CR) had positive decrease in the recidivism



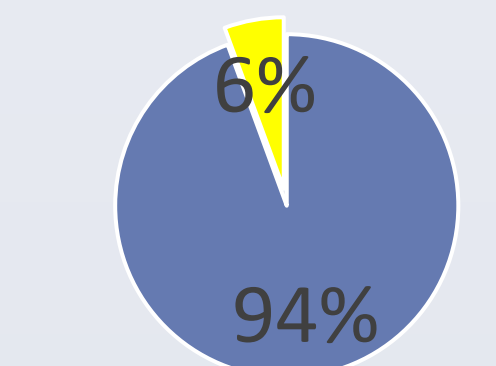
Inferential Analysis:

- McNemar test compared the proportions of African American participants who had not been arrested in the last 90
- Results indicate that the cognitive restructuring group (66.7 %) did not have different percentages from the comparison group (standard aftercare) (63.0 %)
- Wilcoxon signed-ranks test compared social problems at baseline and the social problems at follow-up among African Americans.
- A significant difference was found in the results where the p-value was less than .001 (Z = -4.85, p < .001).
- Results at baseline showed that the participants had higher social problems compared to the results at follow up.

#times been arrested



Demographics



■ Female
■ Male

Discussion

Implications for Social Work

- Findings suggest that support systems reduce recidivism among juvenile offenders.
- Implications for micro social work practice are that individuals, families and small group of individuals need better support systems in their communities to avoid criminal behavior or delinquency.
- For macro social work practice there needs to be more funding in mental health programs along with extracurricular activities that will support the youth to prevent delinquent activities/behaviors.
- For mezzo social work practice, CR can be used in schools, neighborhoods, and city districts to address the negative self-thoughts that students have.

Recommendations

- Future projects/programs can collect participants from different facilities rather than selecting participants from solely one facility.
- Future projects should have additional resources and support system for participants; with the right support system and resources participants can have positive outcomes.
- Future programs can also use therapist/clinicians to implement CR.

Limitations

- Although the original study utilized random assignment, there was selection bias since the original study selected the participants from the sites (facilities) from the two states.
- This limitation posed an issue for this project since there was a selection bias of the participants because of the facilities/sites that were selected, which will not be applicable to other participants in other studies because it is not a representative of the population

Conclusion

This study needs some modifications to the current policies in social work to best help individuals who are dealing with negative self-thoughts. The first policies that need to be changed are our lack of prevention services to prevent individuals from committing crimes. There should be a change in the programs such as extra curriculum activities instead of just sending individuals to prison when a crime is committed. For example, once an individual commits a crime there should be a program that helps them rethink their actions but also provides them with coping skills they can use when they have negative thoughts. This way the individuals do not get a criminal record that will prevents them from getting a job in the future and leads them to more criminality.

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