

Program Design for Effective and Efficient Juvenile Rehabilitation Centre

Name:

Institution:

Abstract

In response to the rising number of juvenile offenders and the huge cost of traditional imprisonment, there is a growing number of boot camps in the United States. Though there is increased knowledge concerning the nature and ineffectiveness of boot camps, most parents refer their children to boot camps and become frustrated. This is because most boot camps do not address the root cause of the defiant behavior (Welsh et al 2014). Instead, boot camps create aggressive and punishing environments that offend most of the juveniles. Most juveniles develop the attitude that boot camps are facilities developed to punish their behavior and is not different from prison confinement. Several studies have revealed increased recidivism for participants of boot camps with aggressive environment (Ostrowsky 2005).

There need to be changes in the designing and operating juvenile boot camps. This program addresses the loopholes that build negative attitude about boot camps among the juveniles. This model program addresses the critical issues in the planning and managing boot camps for juveniles. This program will create a boot camp that resembles a home to develop empathy that the at-risk-youths mostly lack. Therapeutic services, such as counseling, restorative, and skill building are part of this program. These services reduce re-offending youth participants by between 10 percent and 12 percent. This will lower the possibility of recidivism among the youth participants (Ravenel 2002).

Psychogenetic Theory on Delinquency

Healy and Bronnner 1936, theory on delinquency among the youths center within the psychological problems resulting from unhealthy interactions within the family and with the immediate environment such as peers, neighbors, or institutions such as the local administration. The youth results to delinquency as a solution to their problem (Steiner 2010).

According to Steiner's study based on this theory, 90% of delinquents come from unhappy families. Most likely, these families fail to meet most of the youth's needs due to poverty or negligence. As a result, they may develop poor relations with their peers or authority. The youth feel discontented with the situation and result to delinquency as a solution. Delinquency is therefore a reaction to the problem (Steiner 2010).

Therefore, this program will address the psychological and material needs of the youths. These include counseling and guidance, education, health care, need for socializing, physical activities, rewarding, and job provision among others. Delinquent juveniles need to feel appreciated. By addressing their needs they will develop positive attitude toward their peers and the authority. They are also likely to respect other people and themselves. In addition, the juveniles are likely to react by ceasing illicit behavior and replacing it with more rewarding habits (Steiner 2010)

Nature of the Boot Camp

This boot camp will create residential environment that resembles a home for learning skills and discipline. The boot camp will be situated in normally populated location where participants can visit and interact with people. The activities in the boot camp will resemble the normal home and school activities such cleaning, cooking, reading, entertainment, and sports among others.

Military-like training that is common in normal boot camps will be for those participants who develop the sense of empathy and self-discipline. This will help create role models, and encourage more to aim for self-discipline rather than resentments (Campbell 1998). Military-like training will be like a reward for those with sense of discipline.

Rewarding young people for positive behavior creates an environment where they compete to achieve more than the other does. Rewards are incentives that work better for young people than in adults. This incentive will help create an environment of hard working youths. By rewarding them, they will also develop positive attitude towards the authority and therefore reduce chances for resentments towards the authorities (Campbell 1998).

At the beginning, it is important to separate facilities for males and females. This is important to prevent aggression against the females. However, when most of the youths achieve a recommendable level of general empathy they may share facilities such as classrooms (Ostroesky 2005).

Nature of participants

To minimize the likelihood of failure in this program such as voluntary drop out, participants of this program should be non-violent. Participants will go through a thorough diagnosis for any signs of violent behavior. This activity also involves evaluating the history of participants. Those participants who have records of violent offences such as injuring their victims with weapons do not qualify for this program. This is because violent juveniles may create aggressive or unsafe feelings among others participants thereby encouraging dropouts (Steiner 2010). Violent juveniles who pose threat to the society need more secured confinement. Malyanyane Children's Correctional Camp in Singapore is a good example of a successful program that admits nonviolent participants only (Darville et al 2001)

Most boot camps in the United States fail to instill discipline to the participants because they allow the socialization of the violent and the non-violent youths. The violent youth usually bully the nonviolent one leading to drop outs. Some of the non-violent may also perceive the behavior of the violent one as rewarding therefore copying them. Besides, the youths are more

prone to peer pressure. Socialization between the violent and non-violent juveniles usually creates chances peer influence to violent behaviors. This will increase the degree and the rate of violent circumstances with the authority and among the participants (National Institute of Justice 2016)

It is important for participants from different social and cultural backgrounds to participate. Participants of different races and spheres of life create a rich environment of interaction and learning. This will create trust among races and appreciation of nature. These kinds will learn the important values in life and minimize the likelihood of hurting each other on grounds of race or social background. This will lead to development of informed adults who can interact with others without malicious suspicion. They will also be able to adjust to different environments and apply positive values without turning to violence to succeed (Welsh et al 2014).

Studies reveal that, young people who attend learning institutions with persons from different races and social backgrounds tend to appreciate diversity more those who attended ones with similar background aspects. The youths who attend schools that admit students with minimal diversity in terms of cultural or social background adjust poorly in their place of work. This is because lack of early interaction with diverse cultures limits one to what they are familiar with and may reject what they is unfamiliar (Welsh et al 2014).

Health Care

In boot camps, it is important to involve participants who are not suffering from terminal illnesses such as cancer and severe asthma, or severe mental disorders. This is because such participants need sensitive care that may compromise the operations of the camp in terms of budget and staff. The participants may also be inactive in most of the activities and therefore

may not benefit much (Steiner 2010). Therefore, before admission participants will be diagnose with any terminal illnesses or severe mental disorders.

The health program also involves evaluating medical history and drug tests to help plan on the provision of medical care for different groups. For example, if majority of the participants have a history of drug abuse, then more resources will be channeled towards recovery. The participants health history helps determine the kind of duties to be assigned. It also helps the health staff make better decisions on health services management and treatment (National Mental Health Association 2016). However, the camp will provide medical care for common illnesses. This program will collaborate with both governmental and non-governmental health provider. Their support is important especially in cases where active participants need special health care (Campbell 1998).

Substance Abuse, Counseling, and Treatment

Most of the youth-at- risk are drug abusers (National Mental Health Association 2016). Extreme drug and substance abuse for troubled teens end up in compulsive habits. These teen becomes compulsive drug or substance abusers leading to physical financial social and legal consequences (Ravenel 2002)

The main reasons youths abuse drugs are a result of peer pressure and depression. The effects of substance abuse among the teens are more of a problem to those from poor background and street children. This is because drug abusers must have money to purchase the drugs. Most teenagers do not have independent financial means. This will compel them to engage in crime to earn money for purchasing drugs (Ravenel 2002).

Therefore, in this program there will be a designed drug rehabilitation division. This division is to provide therapeutically services especially to the very affected. The general

intention of rehabilitation is to help the affected to cease substance abuse (Darville et al 2001). To address the issue of psychological dependency, the affected will be taught new ways of interacting in a drug free environment.

There are various ways to encourage drug abusers to cease the behavior. Patients will be encouraged not to associate with persons who abuse substances. For legal drugs such as alcohol, complete abstinence is more effective than attempts at moderation, which may lead to relapse. Psychotherapists consider moderation as unsustainable (Welsh et al 2014)

Psychotherapists will also, offer counseling classes for the drug abusers. This include cognitive behavioral therapy with the main aim of helping the participants recognize, avoid and cope with situations that may lead retrogressive behavior. This include recognizing the main motivation to substance abuse whether it is family problems, peer pressure, poor decision making, or availability of drugs among others (Steiner 2010).

Motivational interviewing is also part of encouraging behavioral change (Steiner 2010). In this forum, participants will be motivated to change their behavior and seek treatment. Reformed former substance abusers are especially important at this forum (Darville et al 2001). They will be sought to give motivation speech to encourage change of behavior. Motivational interviewing is more effective if it is done on daily or at least weekly basis. When it is carried consistently, participants are unlikely to drop out of the counseling support. They are likely to seek more information on various and best methods for treatment. Studies reveal that if one of the addicts in the support group accepts medication there is a great likelihood that others will follow (Steiner 2010).

Social cognitive theory to addiction or behavior in general encourages therapists to offer motivational incentives (Darville et al 2001). These are positive reinforcement to motivate

addicts' abstinence from substance abuse. Incentive such as offering free medication, a tour to attractive places, or a job opportunity will divert the attention of the addict from the substance to the more rewarding change in behavior. Most addicted youths will cease their behavior if that can be replaced with something more rewarding, and that which can put them ahead of their peers (National Mental Health Association 2016).

It is important to offer medication to the severely affected participants. Some drugs for treating addiction are effective in helping the addicts reduce injection drug use, which is highly related to high-risk sexual behavior and exposure to sexually transmitted diseases. According to the National Institute on Drug, consistent doses of methadone help stabilize patients. They can avoid crime, concentrate in school, avoid sexual violence, and reduce the risk of contracting sexually transmitted diseases (National Institute of Justice 2016).

The personnel dealing with the juvenile addicts must be consistent in most of the activities aimed at promoting behavioral change. According to psychotherapists, consistency in administering the right action to promote behavioral change among addicts accounts to approximately 25% of the efforts needed (Ravenel 2002).

Education, Job Training, and Placement

Education is the one of the primary service that must be provided to the juveniles in rehabilitation camps. Besides, education is a constitutional right for every child in the United States. Despite the federal requirement to offer education to juveniles in detention centers, there are many problems with the education problems in these camps. Most of the camps do not provide the state mandated basic education. This is because some centers do not have basic materials such as books, and teachers are poorly trained on how to deal with special needs of children in detention camps (Ravenel 2002).

To avoid this problem, initiators of this program will seek enough funds to put up basic facilities for learning. The teaching staff will undergo training on how to handle troubled juveniles, or seek the service of well-trained professionals. The teachers must comply with the State mandated standard of basic education for juveniles. The program will also teach the youths on how to handle life situations without resulting to violence.

To encourage good performance among the students, this program will have a rewarding culture. The best performing juvenile will be rewarded for good performance. Such rewards may include academic trips, presents, or placement after completing education. This will encourage competition among the juveniles leading to a culture of high performance (Darville et al 2001).

For those juveniles who perform poorly, the teachers and the support staff such as psychotherapists will carry close monitoring. They will be given any necessary support. However, those students who do not perform for reasons associated with poor behavior will be punished like in normal learning facilities. They will also be required to attend remedial classes to improve their performance (Darville et al 2002).

Besides the normal curriculums, the program offers job training for the jobless participants between the age of 18 and 21. This is especially for those who lack any particular skills for the job market. However, the curriculum will prepare other youths for the job market. Those who will directly receive job training upon admission are the youths above 18 years of age. These skills empower the economically to cater for their needs (Campbell 1998). They will be encouraged to donate some of their income to the program.

This program will collaborate with the state and local governments, and the private sector to offer placement for graduates who possess job skill and knowledge. This will be a motivation to the juveniles to work hard in class and other activities. Graduates who possess skills that are

helpful to the program will be absorbed as employees. This will contribute to program sustainability (Campbell 1998).

Community Service

This program will incorporate community service as part of the activity mandatory for the juveniles. These community services may include volunteering to clean a public beach or a local public park, participating in a charity walk for the less privileged members of the society, helping the old people learn some computers skills, volunteering at crisis line, and delivering food for those who are unable to leave their homes among others (Campbell 1998). They may also donate some of their old clothes to children in financially struggling children centers.

Community service will enable the at-risk-youths learn empathy that they usually lack. This is also an opportunity to interact with people. This will help them learn how to socialize in a drug free environment. They will also learn some ideas on how to spend their free time. This will also instill the team spirit that is important in many organizations and institutions (Campbell 1998).

Physical Activities

Physical exercises are a normal activity in this program. Young people need exercises to develop team spirit among them. It is also a way of spending leisure time. This will also work to divert the attention of the juveniles from illicit behaviors to more rewarding habits (Ostrowsky 2005).

At the beginning, the juvenile may be required to pick a sport they are good in or that which they enjoy. As time goes, the juveniles will develop higher concentration levels. During this period, they become better in what they do. Instructors may notice some talents in sports. They should encourage then not giving up, instead they should pursue their talent. These talents

may develop disciplined career people. Instructors may also engage them in more tough physical activities such as mountain climbing. This will help develop a sense of perseverance among the juveniles (Steiner 2010).

Source of Funds and Operations

Boot camps are expensive to operate (Campbell 1998). Usually, an average boot camp will spend approximately \$70 per participant. However, there are various ways to raise funds to fund such initiatives (Darville et al 2001). At the beginning, this program seeks donations from the well-wishers. Donations may be in form of finances, food commodity, class materials, beddings, or skills. Professionals in the relevant fields such as psychotherapists and teachers may volunteer their services. This is especially for the retired professionals and fresh graduates in the relevant fields.

The juveniles will carry out most of the activities that do not require special skills such as cleaning, cooking, and collecting commodities such as food. These activities assigned to the participants will reduce the operating cost. This will also develop a sense of responsibility among the teens (Steiner 2010).

Conclusion

This model program is a way to help reduce congestion in the public detention centers for Juveniles in the United States. Stakeholder for juvenile behavior correction will learn best practices from this program. This will create an environment of more effective and efficient intervention programs.

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