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CAREGIVERS' PERSPECTIVES ON SELF-DISCIPLINE,
HONOR, OBEDIENCE, CHARACTER AND KNOWLEDGE
(S.H.O.C.K) PROGRAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Marlene Carrillo Lopez

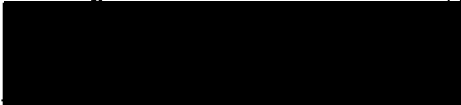
June 2012

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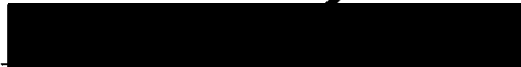
by
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June 2012

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ABSTRACT

Juvenile delinquency is a problem that has been on the rise along with recidivism rates. Youth programs have been recognized to deter recidivism; therefore, this study examines the caregiver's perspective on the effectiveness of a scared straight program known as Self-Discipline, Honor, Obedience, Character and Knowledge (S.H.O.C.K). This was done by running an analysis of data that was collected via survey questionnaires from caregivers who had male or female youth between the ages of 12 to 17 participate in the S.H.O.C.K. program. The association between caregiver's responses and recidivism was computed using chi-square tests. A qualitative design was used in order to gather the caregiver's perspectives on the S.H.O.C.K. program. The results of this study indicate that caregiver's were satisfied with the results of the program in their community because recidivism had been reduced. However, findings are not significant due to sampling limitations (n = 19). It is suggested that a larger sample be used in future research to obtain significant results. Nevertheless, this study demonstrates the need for more resources in this community in order to help combat recidivism.

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I would like to thank my professors for their guidance and support through the whole thesis writing process.

I would especially like to thank all of my family and friends who have supported me while I was in school. Thanks to my family for providing me with the opportunity to increase my knowledge while you watched my daughter and provided me with support. Thank you all!

I would also like to thank my dear Lord for giving me the strength and courage needed in order to finish my thesis and accomplishing my goal.

DEDICATION

I dedicate this thesis to my daughter Shaila Ruby because it is your presence in this world that has given me the drive and motivation to continue my career. You can accomplish anything you are determined to do. I also dedicate this thesis to my husband who has endured the hardships of me returning to school. Thank you for providing me with that unconditional support. I would also like to dedicate this thesis to my immediate family: mom, dad, Janet and Jr. for always believing in me and encouraging me to do my best. I love you all.

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CHAPTER ONE

INTRODUCTION

Juvenile delinquency is a problem that affects communities worldwide. With teenage hormones running wild it is the adult's obligation to take matters in hand and find a solution that will help youth avoid the juvenile system. In conducting this research it is pertinent to acknowledge that juvenile delinquency is a problem that has been on the rise. Therefore, it is important to look at the current efforts to deter this problem in communities. It is crucial to understand that in comprehending this social problem, social policies can be changed in the future to better help prevent youth from engaging in criminal activities. The purpose of this study is to add information to the field of social work by utilizing a quantitative and qualitative approach that will help track the effectiveness of the scared straight program. By doing so, a brighter future can be foreseen for the troubled teens in our communities.

Problem Statement

The youth population is vulnerable to the constant changes that they are encountering. The stressors of

school, their changing bodies, and coping with the stressors of home all play an important role in the way that they develop themselves as responsible citizens. Many youth feel that they are on the brink of having to commit crimes due to the stressors of peer pressure and lack of mentoring. Crimes such as assault, auto theft, drug consumption, and vending are prevalent in juveniles resulting in the incarceration of this population. According to the Office of Juvenile Justice and Delinquency Prevention (2006), offenses such as robbery and drug violations of probation have been on the rise. These crime rates on the rise serve as data to draw attention to an area that needs help and support to guide such youth into a successful path.

Currently there are programs for youth that are already in the criminal justice system. Such programs go by different names but generally are known as scared straight programs. Such programs use a confrontational approach in order to induce fear so that youth can see the future consequences of their actions. They are exposed to prisoners and their life experiences that got them to prison. They are also exposed to the new lifestyle that they would encounter in the prison system

if they continue to behave in a delinquent manner. Therefore, as youth see the future consequences, ultimately a decrease in recidivism rates would be seen and caregivers would evaluate the program as effective. The question at hand though is if caregivers believe these scared straight programs are effective in reducing the adolescent's criminal behaviors.

It is important to understand prior incarceration further because virtually all adult criminals were juvenile offenders at a point in their lives. The importance of intervention before youth turn the legal age for adult trial is crucial in the lives of the youth served before they lose many years of their lives to the system. If one can serve the youth population by steering them towards the right path then one can deter them from ending up in prison.

The life of the juvenile and their families are affected by the early criminal record the juvenile starts to acquire. Families find themselves in debt for the crimes that the juvenile committed because they are financially responsible for the underage individual. Families are financially and emotionally burdened by the juvenile's actions in the criminal justice system.

Not only is one looking at the costs at the juvenile level but these costs also tend to go towards the adult prisoner system as the youth return as previous offenders later in their lives. According to the Bureau of Justice Statistics (2001) the annual operating cost per state prisoner is \$22,650. It would be beneficial to look at the importance of the issue at hand because it can bring forth cost effective programs that will help juveniles deter from committing another crime. According to the Criminal Justice Coalition (2006) the incarceration for a juvenile is an expensive approach costing \$60,000 per cell a year whereas options such as drug treatment, counseling, or wrap-around services rarely exceed \$15,000 and often cost less than \$5,000 a year.

Purpose of the Study

The purpose of the study is to add new information to the field of social work. It is to expand on the knowledge that is currently readily available to social workers. It is to enhance the current practices that are implemented in the criminal justice system to help juvenile delinquents. Such research will help communities in need of a program that functions effectively in

reducing recidivism rates in youth offenders. It will bring about knowledge on whether the current program in place is doing its job in reducing recidivism rates so that if it is not, other outlets are looked at as a means to deter juveniles from repeatedly engaging in criminal activity.

In looking at the overview of the issues that were addressed while administering this research study included, caregiver's being interviewed once consent was provided in order to obtain their perspectives on the effectiveness of the program. The interviewee consisted of the parent of the juvenile who has been through the S.H.O.C.K. Program.

In conducting research that intended to discover the caregiver's perspective on effectiveness of a program that utilizes scared straight tactics to reduce recidivism rates, the best research design consisted of a quantitative and qualitative design. A quantitative design was able to track the number of youth that have been through the scared straight program that utilizes in your face tactics to measure the effectiveness of the program by tracking if any of the youth that have been through the program returned as criminal offenders. Such

numbers determined the effectiveness of the program if there wasn't a high recidivism rate.

In this case, the best data source included caregivers with adolescents going through the S.H.O.C.K. program. It was under a controlled environment where such clients consisted of adolescents between the ages of twelve and seventeen who went through the program for the first time. Caregivers were then interviewed to evaluate the client's behaviors at home after the completion of the ten-week S.H.O.C.K. program. This qualitative component allowed to receive feedback from the caregivers on their perspective on the S.H.O.C.K. program.

In obtaining the data, the best method was through a questionnaire. This questionnaire included questions that targeted criminal behaviors that the client may have been displaying at home or in the community. It included questions such as, if it was the first time the adolescent had been through the S.H.O.C.K. program? What the adolescent's age is? And what the caregiver's perspective was on the effectiveness of the program? This allowed obtaining data that tracked how many times the juvenile had been through the program and if they were

repeat offenders in order to evaluate if the program was effective in reducing recidivism.

Significance of the Project for Social Work

Not only is it important to understand this problem further, but it is also a problem that brings about great concern to the helping professions. Professions such as social work, psychology, and criminal justice all target their attention to the issue at hand because of the possible research that can help guide social change and policy implementation. As mentioned before, youth crime rates have been on the rise and this merits attention in order to find effective ways of deterring such criminal behaviors.

There is also a personal concern in the problem as it is visible how communities are concerned about the living environment of the youth. Neighborhoods are concerned about the dangers that they have to face with the high criminal rates that the youth are involved in. Communities live in fear of drug and violence that affect the children that they are raising as these are also factors that play a role in the criminal behavior the youth engage in. Such factors affect the juvenile because

the lack of treatment and attention is setting up the juvenile for failure by ending up in prison in the long run.

Moreover, this social problem is also of concern for agencies working with at-risk youth. Agencies working with at-risk youth are in need of a program that will be beneficial in steering youth towards a successful path. Juvenile halls are interested in knowing a practice that will help deter juveniles from returning to the criminal justice system as adults in order to prevent the high costs it has on the rest of the population.

Delinquency is not a problem that appears alone. Delinquent youth are also at a higher risk for teenage pregnancy, dropping out of school, and drug use. Any intervention that reduces one of these behaviors is likely to reduce the others as well (Greenwood, Model, Rydell, & Chiesa, 1996).

Researching if scared straight programs lead to attitude change may be the evidence needed in order to formulate a program that will be beneficial to youth, communities, social work, and the criminal justice system. The findings in the study will contribute to

social work practice because evidence based research will allow for better interventions to be known.

Not only does this information help social workers, but it also merits the attention of policy change in the government. It will allow making new suggestions that can help improve or facilitate the success of youth offenders in deterring their return to the criminal justice system. Therefore, the importance of researching the effects of a program that utilizes confrontational techniques in order to decrease the recidivism rates of youth offenders will be analyzed in this study. The formulation of the hypothesis concludes as: Caregivers of teen youth between the ages of 12 and 17 who have been through the S.H.O.C.K. program are more likely to believe that the program is effective in reducing criminal behaviors when compared to caregivers of teen youth between the ages of 12 and 17 who have not been through the S.H.O.C.K. program. The independent variable is the S.H.O.C.K. program and the dependent variable is the caregiver's perspectives on criminal behavior reduction.

CHAPTER TWO
LITERATURE REVIEW

Introduction

In this chapter, literature was summarized and was critically reviewed in order to better understand the problem statement, problem focus, and the proposed study. Information about each study population and results will be examined in order to bring forth better insight in finding if scared straight programs are effective in reducing criminal behaviors. Moreover, gaps will be identified in the literature in order to further expand the knowledge at hand. In this literature review there will also be a theoretical perspective that will be discussed in order to provide a clear argument about the theoretical perspective that will guide this research.

Can Juveniles be "Scared Straight"?

At this point there is existing knowledge that could guide the study. Dodson, used a widely accepted tool for assessing work in criminology known as the Maryland Scientific Method Scale (SMS). The primary purpose of the SMS is to give scholars, policy makers, and practitioners a simple scale measuring the internal validity of various

types of studies (Dodson, 2010, p. 258). The SMS is a 5-point scale that uses specific criteria to evaluate the methodological rigor of a study based on its internal validity.

This study evaluated 10 juvenile awareness programs in 10 states using SMS to determine the effectiveness of deterring criminal behavior among at-risk youth. The average age of the participants in each study ranged between 14 and 17 years old. With regard to gender only three of the programs included female offenders as part of their studies. With regard to racial composition, it was stated that it remained consistent throughout all of the studies with more Caucasian than African Americans usually selected to participate. There was no reason given as to why more Caucasians were selected to participate.

Over 1000 youth participated in the studies. The results of this study indicate that juvenile awareness programs that utilize confrontational techniques do not work. However, their non-confrontational counterparts may show some promising effects. Its findings conclude that programs that use intimidation, fear, and confrontation for dealing with juvenile offenders do not appear to work

and in some cases, exacerbate the situation by inspiring more criminal behaviors (Dodson, 2010, p. 254). The study demonstrated that programs that use non-confrontational methods such as discussions between prisoners and at risk youth show different effects.

The confrontational strategy is thought to work simply because once juveniles are presented with the severity of punishment such as the negative effects of prison life, it would seem that the likelihood for the juvenile to commit another crime would be deterred. In analyzing this study, one would also need to look at the possibility that the youth that were involved in this study were repeat offenders. In this case, then a scared straight program would not be beneficial to the repeat offender, but rather a different program would be most beneficial to the juveniles that would teach the youth survival skills such as employment opportunities, social skills, and community involvement. The possibility of a scared straight program for a juvenile that is experiencing the criminal justice system for the first time may be the most beneficial in lowering recidivism rates.

Benefits of a Jail Encounter Program

Windell, presented data that portrays the effects of the in your face approach on youth offenders. The results suggest that youth encounter programs may lead to attitude change if the right components of fear are implemented. Such components include: a) genuinely scaring the person, b) offering specific recommendations for overcoming the fear aroused threat, c) recommending action perceived as effectively reducing the threat, and d) giving the message the recipient believes he or she can perform the recommended action (Windell, 2005, p. 389).

This study was an exploratory study that utilized a five point Likert scale to identify the perceptions that youth offenders had based on the intervention that was presented to them. The points included strongly disagree, agree, not sure, agree, and strongly agree to evaluate the youths' perception of certain behaviors that occur in jail. A total of 327 adolescents participated between the ages of 16 and 17 that had been court ordered to go through the program: 282 were males and 45 were females. There was no ethnicity stated.

This research suggests that for any jail program to be effective, it should incorporate the elements necessary for a fear appeals program to be successful. It should not only deliver a strong and scary message, but it should also tell adolescents very clearly how they can avoid the scary outcome of going to jail (Windell, 2005, p. 392).

Moreover, not only do the juveniles receive a benefit out of the program but the prisoner participants as well. According to Homant and Osowski (1981), "The prisoners seemed to take their responsibility seriously, and many of them felt that the JOLT had been their first opportunity to do something meaningful with their incarceration" (p. 133). This was evidenced by the deterrence of misconduct while in prison and their participation in the scared straight program. It is also noted according to Homant and Osowski (1981), that the program has shown no harmful effects on the juveniles and that it costs the Department of Corrections virtually nothing (p. 133). It is also noted that there is a trickle down effect that youth would have on their peers in spreading the word around about the fact that prison life should not be taken lightly.

In analyzing this study one can question the severity of the crimes that the juveniles had participated in order to make this study effective in its results. Moreover, the court mandated component may also play a role in the findings of the study where the juvenile feels that they need to answer the questions in a favorable way to make the program seem effective. One can also question the validity and reliability of the instrument that was used to measure the fear component in the youth participants. Ultimately, the study concludes that inmate-youth encounter programs may lead to an attitude change in youth offenders if the right components of fear are incorporated into the program, therefore, resulting in less recidivism rates. The findings in this article inform the hypothesis that is being researched in this study in that different fear components need to be analyzed in a scared straight program to be effective.

A Look at Scared Straight Programs

Feinstein, shows the impact that adult prisoner presenters have on juvenile delinquents. This study brings about new knowledge that could guide the present

study in efforts to determine if scared straight programs are effective in reducing recidivism rates. This study selected 24 male juveniles whose crimes consisted primarily of auto theft, drugs, and robbery. Their average stay ranged from one month to a year in juvenile hall. This group was presented to two adult male prisoners that spoke about their lives leading up to prison and their prison experiences. At the end of the presentation, the juveniles were also given a questionnaire survey to complete. The survey questions were open-ended questions that allowed juveniles to express themselves deliberately. Such questions revolved around the youth's attitude towards the presentation and its impact on their future. Some of the questions focused on what impacted them the most about the drug and alcohol topic, what they learned about gangs, fighting and authority defiance, living on the streets and runaway, what they learned about prison life, how they would change their behavior after listening to the adult prisoners, if the presentation would keep the juveniles from going to prison and if they would recommend the program to other juveniles in their situation.

Unlike the other studies that were quantitative, this study was a qualitative study that presented the information through text and words that the youth had inferred as being predictive of their change in behaviors not to end up in prison. Unfortunately, this study could not state if it reduced rates of recidivism as the researcher did not keep in contact with the male juveniles to measure if the program had a long-term positive effect. Therefore, this study is pertinent to the present study's hypothesis in that its findings indicate that the need to follow the juveniles in the study is relevant in discovering if the scared straight approach is effective in deterring recidivism rates.

Can Scared Straight Programs Have Harmful Effects?

Petrosino, presented data that is also beneficial to the present study being conducted. With the information at hand one can add to the data that he has already acquired. Petrosino conducted a research experiment where he utilized a control group of juveniles that did not receive treatment. In this case, the treatment would be the scared straight program. He also utilized a randomized experiment to carry out his research findings

unlike the other research reviewed. The population that he looked at included male and female juvenile participants between the ages of 15 and 20 and included mostly Caucasian participants. The study also included delinquent juveniles that had previous contact with the juvenile justice system.

Juveniles who attended two tours of a state reformatory were compared with a no-treatment control group. At six months, 43% of the experimental group had committed a new delinquent offense, compared to only 17% of the control group (Petrosino, 2000, p. 362). Overall, the findings in Petrosino's study concluded that the control group had a smaller percentage committing another crime when compared to those who had received treatment. The findings indicate that the program may lead to harmful effects such as increased crime and delinquency in communities.

According to Petrosino, it is suggested that youngsters might find prison attractive because many juvenile delinquents feel alienated and view prison as a place where they can have friends and a community. Also, four walls and bars may, in some way, offer security and a sense of belonging (Petrosino, 2000, p. 366). In

analyzing why the program had negative effects it would be beneficial to conduct research on why the intervention is thought to induce more negative behaviors. Further types of studies that can be looked at can be qualitative studies that give a holistic perspective as to why the juveniles committed another crime after going through a scared straight intervention.

Aside from the idea of formulating a positive outlook towards prison life, Homant and Osowski (1981), expressed discomfort with the idea of scaring and dehumanizing someone in order to expect that a juvenile change their perceptions in a matter of a few hours (p. 132). It was also expressed that the portrayal of prisoners as "animals" during the confrontation technique would raise concern towards the Corrections Department community programs (Homant & Osowski, 1981, p. 132).

Theories Guiding Conceptualization

In looking at the social problem where juveniles are engaging in a cyclical pattern of recidivism rates, one can take a look at systems theory in order to explain this issue. Systems theory can help guide this study further as it seeks to explain how systems operate and

relate to one another. According to Lesser (2007), "A disturbance in any part of the system affects the system as a whole" (p. 9). Therefore, the importance of looking at the juvenile in the court system is imperative in understanding the effects the juvenile faces as elements in the client's life are affecting their functioning as a successful individual. A positive reintegration into society is not only needed in order to decrease the recidivism rates but is also needed to increase the safety in the community.

Another theory that would need to be considered is behavioral theory. The importance of emphasizing the positive learning experiences that one focuses on is essential in order to acquire the skills to succeed and improve in breaking maladaptive behaviors. This theory states that the behavior is a conditioned process that is learned. Therefore, juveniles can acquire and learn different behavior patterns that will divert them from the criminal justice system. In teaching the juveniles social and assertiveness skills to engage in society as appropriate individuals one can possibly see a decrease in crime rates within this population.

Summary

In this chapter information about different studies were examined in order to better understand the knowledge that has been exposed in regards to scared straight programs being effective or ineffective in reducing recidivism rates in juvenile offenders. Information such as the experiment's approach was analyzed in order to determine the approach that will be taken in this research study. Populations were also discussed as well as the definition of the scared straight approach including confrontational or counseling approaches. Moreover, systems theory has been the guiding principle in this study whereas behavioral theory is another approach that has been examined as the different learning experience when conducting such scared straight programs.

CHAPTER THREE

METHODS

Introduction

This chapter reviews the study's design in looking at the relationship between juveniles attending the S.H.O.C.K. Program and caregivers perspectives in relation to decreasing aggressive behaviors in the juvenile. It also examines, the sample used, the data collection, and how the data was analyzed.

Study Design

The purpose of the study was to evaluate the caregiver's perspectives on the effectiveness of the S.H.O.C.K. program. The best research design consisted of an explanatory design in order to conduct research that intends to discover the effectiveness of a program that utilizes scared straight tactics to reduce recidivism rates. This design allows the researcher to evaluate the effectiveness of the program by utilizing a quantitative design. The quantitative design allowed the researcher to track the numbers of youth that have been through the S.H.O.C.K. program. The results of the caregiver's perspectives determined the effectiveness of the program.

In this case the best data source included interviewing caregivers of adolescents that have recently completed the ten-week S.H.O.C.K. program. They came from a controlled environment where such caregivers had a child between the ages of 12 and 17 who had completed the S.H.O.C.K. program. This implied that only a certain population was measured. The hypothesis remained as: Caregivers of teen youth between the ages of 12 and 17 who have been through the S.H.O.C.K. program are more likely to believe that the program is effective in reducing criminal behaviors when compared to caregivers of teen youth between the ages of 12 and 17 who have not been through the S.H.O.C.K. program.

Sampling

The most appropriate sampling technique was random sampling. In this case the S.H.O.C.K. program in San Bernardino County was chosen to access possible records of caregivers that were participants of the program and had adolescents that had recently finished the program within the last year. Approximately 20 cases were utilized to measure the effectiveness of the S.H.O.C.K.

program. A small study was evaluated due to time constraints and availability of the data.

Characteristics that were utilized in random sampling included the use of a questionnaire that targeted the juvenile's age, type of crime, number of times in juvenile hall, and if it was their first time encountering the S.H.O.C.K. program. Therefore, the sampling criterion included interviewing caregivers of males or females, 12 to 17 years old, of any ethnicity, who reside in San Bernardino County or Riverside County, and were participants of the S.H.O.C.K. program.

This sample was chosen because it is known that males are more likely to engage in criminal behaviors than females and because the sample illustrates the recidivism of first time offenders rather than repeat offenders who already have a criminal record. Ultimately, one would look at records of the juveniles that have been through the S.H.O.C.K. program and have returned to the criminal justice system, therefore resulting in the lack of effectiveness of the program to decrease recidivism rates.

Data Collection and Instruments

The data that was collected consisted of ordinal levels of measurement such as the juvenile's age, number of times in juvenile hall, and if it was their first time encountering the S.H.O.C.K. program. Nominal measurements consisted of the juvenile's sex, type of crime, involvement in the S.H.O.C.K. program, caregiver's perspectives, and whether the adolescent re-offended. For the purposes of this study, the independent variable was the involvement in the S.H.O.C.K. program and the dependent variable was the caregiver's perspectives on the effectiveness of the program.

A survey was administered in order to obtain information on the caregiver's perspective on the effectiveness of the program. See appendix A.

Procedures

The data was collected by conducting interviews with caregivers of adolescents who had successfully completed the S.H.O.C.K. program. The data was held as confidential and all identifiers were removed prior to the completion of the research project. Participation was solicited through the S.H.O.C.K. program to look through their

client records and by maintaining all records confidential and following HIPPA laws. Data was collected on site by the researcher studying this population in order to not run the risk of additional information being disclosed. The researcher also conducted phone interviews in order to receive a better response rate rather than mailing the questionnaire to their homes due to the possibility of the family moving away, not knowing how to read or write, or having the time to fully understand the questionnaire.

Protection of Human Subjects

Since data on individual people was studied, the confidentiality and anonymity of the participants was protected by not recording any personal information such as their names, phone numbers, address, social security, and immigration via case records. Only the adolescent's age was disclosed through the calculation of their birthday. The researcher also followed HIPPA guidelines to protect the individual's case records throughout the time of this study. When conducting the phone interview the caregiver was provided with informed consent. See appendix B. Moreover, at the end of the interview, the

caregivers were provided with a debriefing statement. See appendix C.

Data Analysis

The quantitative procedure that was utilized to test the hypothesis was a bivariate analysis that utilizes a chi-square test to determine the significance of the variables of interest. A chi-square was on the dependent variables "use of the S.H.O.C.K. program" and "recidivism." Using chi-square helped determine the level of association between these two variables and lead to whether further research needs to be evaluated on these variables.

Summary

In looking at the relationship between juveniles in the S.H.O.C.K. program and caregiver's perspectives, it is important to examine a sample that is representative of the study. The method of data collection and instruments should be valid and reliable in order to further knowledge. When significant results are obtained, they can be reported to the social work field in order to continue to make changes possible at the macro and micro level.

CHAPTER FOUR

RESULTS

Introduction

This chapter reviews the findings based on the caregiver's perspectives for adolescents in the S.H.O.C.K program. Both quantitative and qualitative data are presented.

Presentation of the Findings

Table 1 shows the demographic characteristics of the respondents. This study represents 19 participants in the S.H.O.C.K. program for adolescents that are between the ages of 12-17 years old. The largest number of respondents was Caucasian (68.4%), the next largest ethnic category is biracial (15.8%), following is African-American (10.5%), and lastly Hispanics (5.3%). The age range is 12 to 17 with the mean age of the respondents being 15 years old. Approximately, 36.8% of the adolescents that participated in the S.H.O.C.K. program are 15, 31.6% are 14 years old. Over half of the caregiver relationships to the adolescents participating in the S.H.O.C.K. program was 68.4% being either a mother

or father, second being a grandparent (26.3%), and lastly other (5.3%).

Table 1. Demographic Characteristics of Respondents

Variable	Frequency (n)	Percentage (%)
Age		
12	1	5.3
13	1	5.3
14	6	31.6
15	7	36.8
16	2	10.5
17	2	10.5
Race		
African-American	2	10.5
Caucasian	13	68.4
Hispanic	1	5.3
Biracial	3	15.8
Relationship		
Mother/Father	13	68.4
Grandmother/Grandfather	5	26.3
Other	1	5.3

Table 2 shows the caregivers response to their perspective on the S.H.O.C.K. program being beneficial in helping with the adolescents negative behaviors. 94.7% of

the caregivers stated that it was beneficial as opposed to 5.3% who said that it was not.

Table 2. The Self-Discipline, Honor, Obedience, Character and Knowledge Program has been Beneficial or not Based on Caregiver's Perspectives

	Frequency (n)	Percentage (%)
Yes	18	94.7
No	1	5.3

Table 3 shows the caregiver's perspective on the adolescent's ability to stay out of trouble. Over half of the caregiver's (63.2%) stated that the adolescent was able to stay out of trouble. Out of those 63.2%, 52.6% of the caregiver's stated that S.H.O.C.K. had a great deal to do with the adolescent's improvement to stay out of trouble.

Table 3. Adolescents Behavior and Self-Discipline, Honor, Obedience, Character and Knowledge Involvement in the Improvement of the Behavior

	Frequency (f)	Percent (%)
Adolescents ability to stay out of trouble		
Improved	12	63.2
remained the same	3	15.8
Worsened	4	21.1
S.H.O.C.K. had to do with the adolescents ability to stay out of trouble		
great deal	10	52.6
quite a bit	2	10.5
Nothing	5	26.3

Bivariate findings were attempted to be found in this study. However, due to the caregivers popular response to the question, was the S.H.O.C.K program beneficial?, being yes. Bivariate findings were unable to be found. Therefore, the primary focus of this study is on a qualitative outlook on the caregiver's responses.

When caregivers were asked if the S.H.O.C.K. program was beneficial, the caregiver's responses were yes. However, when asked to further state why it was beneficial the responses varied among the adolescents

being able to acknowledge that there are consequences to their behaviors and attendance to the S.H.O.C.K. program allowed the adolescent to have a structured activity and added responsibility.

Some of the responses that the caregivers suggested in regards to the adolescents acknowledging consequences to their behavior included:

- "Yes, in some way it helped them (adolescent) see the reality and consequences of their behavior" (Participant #1, Personal Interview, December 2011).
- "Helped for a while, especially when they went to the morgue, then they really knew what the ultimate consequence would be" (Participant #15, Personal Interview, December 2011).
- "It helped him be able to relate to people. Took him to the courts and the morgue and allowed him to understand what could happen. It was also the only help in the high desert" (Participant #13, Personal Interview, January 2012).

- "It (S.H.O.C.K.) gave him respect for others. S.H.O.C.K. took them on field trips to the jail, court house, and the morgue where he would know what would happen to him if he continued doing what he was doing" (Participant # 15, Personal Interview, January 2012).
- "S.H.O.C.K. helped them realize the consequences for their actions" (Participant #16, Personal Interview, January 2012).
- "She turned herself around. Now she knows what is right and what is wrong. She knows that there are legal problems she can get into" (Participant #20, Personal Interview, January 2012).

Some of the responses caregivers suggested when furthering their responses to the S.H.O.C.K. program being beneficial were in relation to the structure that it supplied the adolescents:

- "S.H.O.C.K. gave a structured activity, because they had a schedule to follow" (Participant #14, Personal Interview, January 2012).

- "Yes, because he was required to do community service. This gave him structure and guidance as far as what he needed to do" (Participant #17, Personal Interview, January 2012).
- "It gave him a sense of responsibility to straighten up" (Participant #18, Personal Interview, January 2012).
- "His outlook on his future and life has improved. He thinks before he acts. He had to reflect on his behavior because he had to do lots of essays" (Participant #19, Personal Interview, January 2012).

Moreover, in order to further research the caregiver's perspective on the S.H.O.C.K. program, caregivers were asked to respond to how was the S.H.O.C.K. program helpful or harmful to the adolescent, to the parent of the adolescent or to their family. Overall, the findings suggest that the program was not harmful in any way. Rather, the findings suggest that the program improved the adolescent's attitude and increased their awareness to responsibility. The caregiver's responses are as follows:

- "It was helpful in improving my son's attitude. He now tries to be responsible in school" (Participant #1, Personal Interview, December 2011).
- "It hasn't been harmful at all. It helped give him more options for the future. He established positive relationships and now has a work ethic" (Participant #3, Personal Interview, December 2011).
- "It's been helpful in a lot of ways as far as him being respectful. He refers back to the drills that were taught to him at S.H.O.C.K. He now follows orders" (Participant #4, Personal Interview, December 2011).
- "Overall it was helpful. He started to enjoy it after he didn't want to join. He liked going to the baseball games. It taught him to be responsible and make better friend choices" (Participant #8, Personal Interview, December 2011).
- "It was helpful because it helped with his physical appearance. It was not detrimental

except for the fear factor that was beneficial” (Participant #17, Personal Interview, January 2012).

- “Been helpful as far as him focusing in school and improving his grades” (Participant #18, Personal Interview, January 2012).
- “S.H.O.C.K. has been helpful in his decision making. He thinks thoroughly about consequences. His choices have improved” (Participant #19, Personal Interview, January 2012).

In addition, to the responses that stated that the program was helpful in improving the adolescent’s attitude and responsibility, others considered that the S.H.O.C.K. program was helpful in providing parenting classes that gave parents the opportunity to develop skills to improve discipline in their own homes. Furthermore, caregivers also considered that the S.H.O.C.K. program provided support even after the adolescent graduated from the program. For instance, parents claimed that the sheriffs from the S.H.O.C.K. program could be contacted in order to come out and

intervene when their adolescents were "acting out". This was an opportunity that was provided to the families involved in the S.H.O.C.K. program because they had already established a relationship with the family and the adolescent.

On the other hand, when parents were asked what kind of services would be beneficial in deterring the adolescent and others like the adolescent from committing illegal activities their answers were primarily focused on involvement in programs or activities such as sports, mentoring programs, the S.H.O.C.K. program, and counseling. Their responses are as follows:

- "After school programs such as boxing to keep busy" (Participant #8, Personal Interview, December 2011).
- "Give them something to do because in the high desert they have nothing to do. It's a horrible place to raise children" (Participant #13, Personal Interview, January 2012).
- "Sports and other activities if they had them in the high desert" (Participant #15, Personal Interview, January 2012).

- "After school programs and activities would be beneficial for the kids to be in" (Participant #16, Personal Interview, January 2012).
- "Community centers so that the kids have something to do after school" (Participant #21, Personal Interview, January 2012).
- "He needs to be involved and needs a father figure" (Participant #3, Personal Interview, December 2011).
- "The S.H.O.C.K. program gave me their support when I called them and they came out, especially being a single parent" (Participant #10, Personal Interview, December 2011).
- "We need afterschool and mentoring programs in the high desert" (Participant #18, Personal Interview, January 2012).
- "Some drug classes, anger management, and counseling would be beneficial" (Participant #6, Personal Interview, December 2011).
- "Programs that give them more scare tactics" (Participant #11, Personal Interview, December 2011).

- "Anything similar to S.H.O.C.K." (Participant #17, Personal Interview, January 2012).
- "More programs like S.H.O.C.K., peer helper programs, and counseling programs that improve communication with parents and children" (Participant #19, Personal Interview, January 2012).

Based on the caregiver's responses it was evident that the community in the high desert would be interested in having more programs available to them. Resources are claimed to be scarce for those living in the high desert area. They primarily rely on the S.H.O.C.K. program in their community to help when faced with an adolescent with behavioral problems.

Summary

Both quantitative and qualitative responses were presented based on the caregiver's perspectives towards the S.H.O.C.K. program. The study represented 19 adolescents that were enrolled in the S.H.O.C.K. program and graduated successfully. Demographics were included to represent the adolescent's age, race, and the caregiver's relationship to the adolescent. Caregivers answered

questions in regards to their perspectives and experiences in the S.H.O.C.K. program. Findings support that the caregivers were pleased with the benefits of the S.H.O.C.K. program in their community.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter reviews the findings of the caregiver's perspectives on the S.H.O.C.K. program. It also considers limitations on the study and discusses room for improvement on future research. Moreover, it makes recommendations as far as policy, research, and social work practice.

Discussion

Based on the findings of the research, the caregiver's relationship to the adolescent attending the S.H.O.C.K. program included the mothers and fathers of the adolescents. Most of these mothers were single parent and felt that they needed to have a big brother support program in order to help with the discipline and with the role modeling of their growing adolescent. Most of the adolescents were considered to be Caucasian and attending the S.H.O.C.K. program. Although it has been studied in the past that minorities hold the first place in engaging in criminal behaviors, this opposing fact may be considered to the perimeter in which the study was

conducted. The S.H.O.C.K. program is located in San Bernardino County and is only available to residents of Apple Valley, which is primarily a Caucasian community.

When considering the qualitative data, caregiver's responses heavily leaned towards stating that the S.H.O.C.K. program was beneficial. Moreover, when furthering specific questions in regards to the adolescents behaviors to include if the adolescent improved their hygiene, getting into trouble, following directions etc. and if S.H.O.C.K. had anything to do with that improvement, caregivers stated that the S.H.O.C.K. program had a lot to do with that improvement. However, according to Edelen (2010), the effects are short lived and only temporary for about a year after treatment. The positive effects of treatment dissipate over time due to random factors. The degradation of treatment effects over time should not be taken as evidence that no treatment is better than treatment. Instead, it emphasizes that continuing care would be beneficial to clients and their families.

Furthermore, the qualitative data showed that the caregiver's perspective relied on the fear factor component that the program utilizes in order to scare the

adolescent straight. Caregivers valued that the adolescents were able to recognize ultimate consequences in which they could end up in jail, prison, or the morgue. This fear induced tactic was recognized by the caregivers to have an influence in the improvement of the adolescents behavior to make better choices that would steer them away from these ultimate consequences. According to Dodson (2010), the possibility of a scared straight program for a juvenile that is experiencing the criminal justice system for the first time may be the most beneficial in lowering recidivism rates (p. 254). Moreover, Windell (2005) states that the fear factor, if utilized correctly can help improve adolescent's behavior (p. 389). It is evident, that the caregivers perceive the S.H.O.C.K. program to be utilizing the fear factor in an appropriate way to deter the adolescents from committing a crime.

When caregivers were asked what services would be beneficial to adolescents like their own and others, the caregiver's responses heavily relied on the importance that services are scarce in the high desert. However, similar caregiver responses echoed the need for programs that involved a variety of sports, other programs similar

to the S.H.O.C.K. program because it is only available to residents of Apple Valley, and a mentoring program that emphasizes a father figure component; such as a big brother program. Moreover, the need for parenting classes was also crucial when dealing with adolescent behaviors for caregivers of this community. Caregivers found that having the parenting component go hand in hand with the S.H.O.C.K. program allowed to be on the same page with the adolescent. It allowed for the caregivers to also take responsibility in the way that they are parenting their adolescent.

Limitations

The first limitation of this study is that the sample is relatively small ($n = 19$). The results may not be generalized to the rest of the juvenile population and caregivers, making the results invalid. The second limitation is that the adolescent's perspective was not collected in order to confirm if the adolescent had engaged in any criminal behavior that was not reported to officials and if they believed that the S.H.O.C.K. program had anything to do with the deterrence of their criminal behaviors. According to Bluthenthal (2006),

youth probationers are the experts in determining which is the best treatment in deterring their criminal behaviors. The third limitation is that the study was conducted via phone interviews. Therefore, resulting in the majority (except for one caregiver) responding that the S.H.O.C.K. program was beneficial in decreasing the adolescents negative behaviors. This limitation made it impossible to compare the findings of parents who believed that the program was not beneficial because the majority believed the program to be beneficial. Moreover, this limitation may have caused the caregivers to respond in a positive way via phone regardless of the consent form that was provided because they were not allowed to respond in the comfort of their own home. Caregivers may have been swayed to respond in a positive way because they were providing feedback to the interviewer. In addition, another limitation to this study can be focused around when the adolescent graduated from the program. The span from graduation date to the current date of the study may be a limitation as not enough time has lapsed in order to evaluate after how long of a period does the juvenile recidivates.

Recommendations for Social Work Practice, Policy and Research

Further research is needed in order to address the limitations of this study. Few studies have been done on the caregiver's perspectives towards scared straight programs. It is recommended that a counseling component be utilized along with a scared straight program in order for the program to be effective in reducing recidivism rates. Moreover, the development of more programs in the high desert is highly needed in order to address the needs of this community. Community members focused heavily on the need to have support groups, counseling, and extra-curricular activities for the adolescents to engage in.

The findings in this study concur that programs are beneficial and needed in order to help deter criminal activity among adolescent members in our community. Therefore, it is important for policy makers to implement more programs in secluded areas where communities need them. Instead of having budget cuts that are removing programs, more emphasis on the expansion and improvement of evidenced based programs need to be evaluated.

Moreover, according to Mallett (2009), youth who were involved with more than one system (special education, child welfare, juvenile justice, mental health, or substance abuse) had fewer successful probation outcomes and higher incarceration rates. Those without any disabilities within any of the systems were twice as likely to have completed probation successfully as opposed to those who are involved within one of the systems. Therefore, it is important for social workers to provide the necessary services in order to deter adolescents from recidivism.

Conclusions

In conclusion, the results of this evaluation of the caregivers perspectives on the S.H.O.C.K. program concludes that the program was beneficial to the adolescent attending the program by decreasing negative behaviors and deterring recidivism rates. Moreover, the caregiver's perceive the S.H.O.C.K. program to be influential in the adolescent's perception of acknowledging the consequences to their behaviors. The caregivers see the S.H.O.C.K. program as an opportunity for the adolescent to engage in a structured activity

that allows them to take responsibility of their own actions. The results of this study suggest that the S.H.O.C.K. program is effective in reducing recidivism rates for adolescents who are experiencing the criminal justice system for the first time.

APPENDIX A
QUESTIONNAIRE

Questionnaire

The survey is designed to measure the contributing factors that have assisted in the deterrence of criminal activity.

I. Demographics

1. What is the juvenile's age? _____
2. Which best describes the juvenile's race or ethnicity?
 - (a) African-American
 - (b) Asian
 - (c) Caucasian, White
 - (d) Hispanic, Latino, Mexican
 - (e) Native American, American Indian
 - (f) Pacific Islander
 - (g) Other (please specify): _____
3. Which county does the juvenile live in?
 - (a) Riverside County
 - (b) San Bernardino County
 - (c) Other (Please specify): _____

II. Criminal History

4. How many jail terms has the juvenile served?
 - (a) 0
 - (b) 1-2
 - (c) 3-4
 - (d) Other (Please specify): _____
5. When was the juvenile last discharged from juvenile hall?
Month: _____ Year: _____
6. What crime did they commit? _____
7. How long was their term for this crime? _____
8. Has the juvenile committed another crime since their graduation from the S.H.O.C.K. program?
 - (a) Yes
 - (b) No

III. After Release

- 9. After their last release, were they supervised on probation?
 - (a) Yes
 - (b) No

- 10. If yes, did you find it helpful to have a probation officer?
 - (a) Yes (please specify why): _____
 - _____
 - (b) No (please specify why): _____
 - _____

IV. Social Environment

- 11. After their last release from juvenile hall, did the juvenile return to live within the same geographical area they lived before serving their term?
 - (a) Yes
 - (b) No

- 12. What has contributed to keeping the juvenile from returning to juvenile hall?
 - (a) Support System (ex. family, friends, church)
 - (b) Treatment Services
 - (c) Employment
 - (d) Income
 - (e) Religion
 - (f) Probation Officer
 - (g) Change of Environment
 - (h) S.H.O.C.K Program
 - (i) Other (Please explain): _____
 - _____

VII. Your Outlook

- 13. What kind of services do you believe would help the juvenile and others like the juvenile away from committing illegal criminal activities?

- 14. Can you share any struggles the juvenile is currently experiencing due to their last crime? (ex. with employment, family, friends, etc.)

15. Was the S.H.O.C.K. program beneficial?
 (a) Yes (please specify why): _____

 (b) No (please specify why): _____

16. Is it the first time the juvenile attended the S.H.O.C.K program
 (a) Yes
 (b) No
17. Did the juvenile graduate from the S.H.O.C.K program successfully
 (a) Yes
 (b) No

IX. Characteristics of the respondent

18. What is your relationship to the S.H.O.C.K client?
 (a) Natural mother/father
 (b) Natural stepmother/stepfather
 (c) Adoptive parent
 (d) Grandmother/grandfather
 (e) Other (specify) _____
19. Would you tell me your age? _____
 (a) 20-24 (e) 40-44 (i) 60-64
 (b) 25-29 (f) 45-49 (j) 65-69
 (c) 30-34 (g) 50-54 (k) 70-74
 (d) 35-39 (h) 55-59 (l) 75-79
20. Are you employed at this time?
 (a) Unemployed
 (b) Employed par-time
 (b) Employed full-time
 (b) Housewife
 (b) other
21. What is your marital status?
 (a) married
 (b) separated
 (c) single
 (d) divorced

X. Clients Behavior and Attitude

22. Since the client first began meeting with the S.H.O.C.K. program, has the client's general physical appearance
- (a) improved
 - (b) remained the same
 - (c) worsened
- (if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
23. Have things improved, remained the same, or gotten worse in regard to how often the client attends school?
- (a) improved
 - (b) remained the same
 - (c) worsened
- (if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
24. Have this clients grades improved, remained the same or gotten worse in school?
- (a) improved
 - (b) remained the same
 - (c) worsened
- (if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

25. Has the client's ability to handle money in a responsible manner
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
26. Have things improved, remained the same, or gotten worse in regards to how the client uses their spare time?
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
27. How about the client's choice of friends since they finished the S.H.O.C.K. program?
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

28. In regards to arguments or fights with other kids, have things....
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
29. In regard to how well the client can accept correction, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
30. What about the client's ability to stay out of trouble? Have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

31. In regard to the amount of respect the client has for authority, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
32. In regards to the clients willingness to pitch in and do necessary work around the home, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
33. In regards to how often the client causes you to become upset or angry, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

34. In regards to the clients ability to accept restrictions placed on him or her, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
35. In regards to being honest and truthful with you, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
36. In regards to the type of language (cursing), have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

37. In regard to self-control, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
38. In regards to the client's willingness to come home when they are supposed to, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
39. In regards to the client's self-confidence and self respect the client seems to have, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

40. In regards to the sort of plans for the future the client seems to have, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
41. In regards to how well you and the client are able to discuss things and talk things over without arguing, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change
42. In regards to the clients willingness to accept responsibility for their own actions, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

43. In regards to how everyone gets along in your family, have things...
- (a) improved
 - (b) remained the same
 - (c) worsened
- if either improved or worse) In your opinion, to what extent did the S.H.O.C.K. program have something to do with (this improvement) (this change for the worse).
- (a) S.H.O.C.K. had a great deal to do with this change
 - (b) S.H.O.C.K. had quite a bit to do with this change
 - (c) S.H.O.C.K. only had a little bit to do with this change
 - (d) S.H.O.C.K. had nothing to do with this change

44. Can you think of any other way that the SHOCK program has been either helpful or harmful to the client, to you, or to your family?

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate the effectiveness of the S.H.O.C.K. program. This study is being conducted by an MSW student at CSUSB under the supervision of Assistant Prof. Stanley S. Taylor. This study has been approved by the School of Social Work Sub-Committee of the Institutional Review Board, California State University, San Bernardino.

Social workers have varying opinions and attitudes regarding the provision of social services to juveniles in the criminal justice system. This study was created to explore the caregiver's perspectives of juveniles attending the S.H.O.C.K. program in order to conclude its effectiveness.

Confidentiality will be maintained by only utilizing the participants age. No names will be utilized during this study.

Participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled and the participant may discontinue participation at any time without penalty or loss of benefits, to which the participant is otherwise entitled.

There are no foreseeable risks to participation in this study and there are no personal benefits involved. Your responses are valuable to the social work profession and will contribute to the professional literature regarding recidivism rates for juveniles attending a scared straight program.

If you have any questions or concerns about this study you can contact Dr. Taylor at (909) 537-5584 or at staylor@csusb.edu

If you would like to obtain a copy of the findings of this study, please contact the John M. Pfau Library at California State University, San Bernardino after the summer of 2012 (909/537-5091).

Mark: _____

Date: _____

APPENDIX C
DEBRIEFING STATEMENT

DEBRIEFING

Thank you very much for your participation in this study. Your participation was for a study on caregivers perspectives of the effectiveness of the S.H.O.C.K. program. This study was conducted by Marlene Carrillo, an MSW student currently attending CSUSB, under the supervision of Assistant Professor Stanley Taylor.

If you would like to obtain a copy of the findings to this study, please contact the John M. Pfau Library at California State University, San Bernardino after the summer of 2012 (909/537-5091). If you have any questions or concerns about this study you can contact Dr. Stanley S. Taylor (909/537-5584).

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