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CHILDREN'S ATTITUDES AND BELIEFS ABOUT GANGS

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
Irma Olivia Silva

March 2012

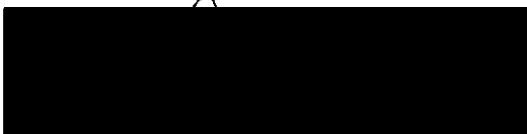
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ABSTRACT

This research evaluated the effectiveness of the Gang Resistance Education and Training (G.R.E.A.T.) gang prevention program among elementary school children. Previously, research paid little attention to elementary school boys and girls at high risk of getting involved in gang related activities. In this study, secondary data was utilized to assess if the Gang Resistance Education and Training gang prevention program changed the children's outlook regarding gang activities. The sample size was 103 females and 82 males in the fourth and fifth grades. The results indicated a statistically significant positive change in the beliefs and the attitudes of the students after the G.R.E.A.T. program. The findings of this research can be used by social workers to approach elementary school children and provide education to change their beliefs and attitudes toward gang membership and violence.

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To the Lord, I give all the Glory and love for always opening the doors for me, brightening my days, and giving me the strength to succeed.

It is with all of my love, gratitude and respect that I thank all of my professors who helped me to discover many of my strengths and weakness and with their support, wisdom and kindness cherished me throughout the fun learning process.

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-Irma Silva

DEDICATION

This research project is dedicated to San Bernardino County Probation and those who participated improving the lives of families and students. This project is an acknowledgment that through hard work and dedication, it is possible to better our communities and make a difference in the lives of those who are vulnerable, oppressed, disenfranchised and live in poverty.

-Irma Silva

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CHAPTER ONE

INTRODUCTION

Chapter one addresses the social problem of youth who are at high risk of getting involved in delinquent behavior and gang membership as well as the effectiveness of the Gang Resistance Education and Training G.R.E.A.T. program. The significance of this research is important to the field of social work, to policy makers, and to researchers.

Problem Statement

Gang related problems are a social issue which affects the United States, but especially San Bernardino, California. Since the 1970s, the United States has been infested with gang related problems in 19 states, but today all states suffer from the same problem (Howell, 2010).

The National Youth Gang Survey (NYGS) reported that in 2008, the United States had 774,000 active gang members and 27,900 active gangs (Egley, Howell, & Moore, 2008). They further reported that "[t]he number of gangs increased by 28 percent, and the number of gang members

increased by 6 percent from 2002 to 2008" (Egley et al., 2008, para. 2).

On February 02, 2009, Federal Bureau of Investigation released a national statement stating that street gangs are one of the greatest national threats; 80% of the crime reported in the nation by law enforcement was committed by members of criminal gangs (Federal Bureau of Investigation National Press Office, 2010). Moreover, gang members were the primary illicit drug distributors in urban and suburban communities, and drug distribution was one of the most committed crimes by gang members (FBI Press Office, 2010). For instance, the National Intelligence Center data reports that 58% of state and local law enforcement agencies had active criminal gangs in their jurisdiction in 2008 (FBI Press Office, 2010). In addition, gang members are expanding their drug distribution to urban and rural areas, and recruiting new gang members (FBI Press Office, 2010). One of the gang member recruitment methods was through the internet (FBI Press Office, 2010).

According to the FBI statistics, California has the highest violent crime rate in the nation (Federal Bureau of Investigation [FBI], 2010b). In 2009, California had

174,459 violent crimes. The violent crimes are "murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault" (FBI, 2010b).

In 2009, U.S., California, and San Bernardino had high numbers of aggravated assaults, and property crimes (FBI, 2010a, 2010b, & FBI, 2010c) (see Table 1. below).

Table 1

Number of Crimes in the United States, California and San Bernardino in 2009

	US	CA	San Bernardino
Population	307,006,550	36,961,664	199,683
Murder & non-negligent Manslaughter	15,214	1,972	32
Forcible rape	88,097	8,713	61
Robbery	408,217	64,093	667
Aggravated assault	806,843	99,681	1,138
Property crime	9,320,971	1,009,614	9,245
Burglary	2,199,125	230,137	2,349
Larceny-theft	6,327,230	615,456	4,775
Motor vehicle theft	794,616	164,021	2,121

Note: Federal Bureau of Investigation, 2010a, 2010b, 2010c).

Before continuing, let's define felony. A felony is "a crime which is punishable by death or by imprisonment in a state prison" (Lockyer, 1998, p. 6). Gang related crimes can be felonies, such as murder, aggravated assault and forcible rape.

The literature review does not agree on a single definition for the word "gang," therefore making it difficult to absolutely define a gang member. However, there are common characteristics and behaviors among gang members: "commits crimes together, has a name, displays colors or other symbols, hangs out together, claims turf of territory and has a leader(s)" (National Youth Gang Center, 2009, p. 1).

According to the California Penal and Evidence Code (2005), street gang crime are criminal behaviors when gang members are engaged in unlawful activities, consenting, facilitating or encouraging others to commit criminal acts even though they know their activities are against the law.

Glesmann, Krisberg, and Marchionna (2009) "explore[d] the prevalence of gang membership and the characteristics of gang involved youth" (para. 7). Glesmann et al. (2009) stated that, "in high risk, high

crime neighborhoods, 29.4 percent of girls and 32.4 percent of boys claimed gang membership" (para. 11). Gangs promote high-risk criminal behaviors among children and youth. Street gangs and gang membership activity are detrimental to families, individuals, and to the environment where these individuals live. Criminal gang activities are a plague which damages kids, families and communities. The presence of gangs in the community affects and increases the risks for children to get involved in criminal activities which could nurture a criminal career that affects society as well. Focusing on educating elementary school children about attitudes, beliefs, the negative consequences of gang membership, and providing mentors to children are some ways that children can be motivated to stay away from violence and gangs. Thus, there is no doubt that gangs, gang membership, and crime are a lethal social problem which cannot be ignored.

Purpose of the Study

The focus of this research is to determine if the G.R.E.A.T. program changes the attitudes and beliefs of elementary school boys and girls who live in areas that

are at high risk of gang involvement and gang related crimes. This research also aims to find out which gender is most affected by the program. Finding out if the G.R.E.A.T. program is effective in changing the children's attitudes and behaviors about engaging in violence and joining gangs is important because, with the California budget crisis of \$26.6 billions, the budget requires that any costs are validated with research deeming them worthy (Lin, 2012). A study conducted on the effectiveness of the program could demonstrate that increasing protective factors in gang related criminal behaviors is needed to prevent children's involvement in gang membership and gang related criminal behaviors. Being aware of the problem is the first step to developing effective interventions for the community.

Significance of the Project for Social Work Benefits

The field of social work and policy makers could benefit from this research. This study may provide statistical evidence supporting whether or not the G.R.E.A.T. program is an effective gang prevention program. The G.R.E.A.T. program educates children about

gang membership, changing their beliefs and attitudes toward participating in gang related activities, problem solving skills, seeking help from people when they need it and respecting themselves and their peers.

The gang prevention program G.R.E.A.T. is an important source for social work practice and policy makers. The G.R.E.A.T. program can be a tool that social workers can utilize by referring children and families to the program as a prevention strategy. Social workers and service providers can utilize prevention programs such as G.R.E.A.T. which have yielded great results about changing children's outlook regarding gang involvement.

California has the highest rate of youth involved in gangs (Glesmann et al., 2009). Policy makers can benefit from the findings of this research, saving time and money selecting a program that has been tested and found to be effective. Implementing programs that educate children about gangs and gang related problems is part of the solution to fight against the proliferation of gangs and gang related crimes. The G.R.E.A.T. program is an example of a gang prevention program that aims to educate and persuade kids to stay of gangs and violence.

G.R.E.A.T. is a national gang prevention program instructed by law enforcement, not school teachers (G.R.E.A.T. National Program Office, n.d.). The program started in Phoenix, Arizona, as a response to the proliferation of gangs and gang related crime (G.R.E.A.T. National Program Office, n.d.). According to Katz and Webb (2003), in 1990, the gang unit of Phoenix had identified 150 gangs and 1,778 gang members. From 1990 to 1999, Phoenix had gang related problems such as gang homicides, gang aggravated assaults, and drive-by shootings (Katz & Webb, 2003). In 1991, Congress allocated a federal grant for the development of a gang prevention program to the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), to develop a gang prevention program, along with the Phoenix Police department (G.R.E.A.T. National Program Office, n.d.). In 1992, after the ATF and the police department of Phoenix succeeded with the inception of the gang prevention program, the G.R.E.A.T. program was born (G.R.E.A.T. National Program Office, n.d.). This pilot program claimed to be a success, and expanded nationwide to 14 cities. According to the G.R.E.A.T. National Program Office, G.R.E.A.T. targets four developmental areas. One

of those developmental areas is at the elementary school level. The program's goal for this population is the prevention of violence, such as gang membership, and the development of positive relationships among elementary school students and law enforcement (see G.R.E.A.T. National Program Office, n.d. for detailed information).

This study could benefit such agencies as San Bernardino County Probation. Probation or other law enforcement agencies could implement the G.R.E.A.T. gang prevention program in more schools located in areas that are at high risk of gang involvement and violence in San Bernardino. San Bernardino could benefit by implementing the G.R.E.A.T. program to decrease gang activities in their city. Having statistical evidence that the G.R.E.A.T. program produces positive results for the community in reducing gang related crimes, San Bernardino County Probation could continue with the program getting federal funds, and they could also implement the program at other school sites with high crime rates. Furthermore, this could create more jobs for probation officers and social workers.

Social workers are some of the professionals who are called upon to work with high risk youth and their

families. Social workers are well known for their ability to assess the problem, and in partnership with their client, develop an action plan to solve or meliorate the problem. Social workers practice at different settings such as schools, hospitals, and detention centers, with populations at different developmental stages.

Summary

This section discussed the magnitude of the problem related to gang activity and provided significant statistics to illustrate the need to develop preventive programs that could benefit children, families, and the community of San Bernardino. This section also introduced the G.R.E.A.T. program, covering the importance of social workers to assist youth at risk, and the importance for policy makers to know which gang prevention programs are most effective.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This literature review discusses risk factors, protective factors, and recommendations related to preventing gang involvement for elementary school children. The literature review concludes with the theoretical perspective utilized to evaluate the effectiveness of the G.R.E.A.T. program to change the attitudes and beliefs that children have toward gang membership and gang related activities.

Risk and Protective Factors

Mrazek and Haggerty (1994) defined risk factors as characteristics that when present in the life of a youth, he or she will be more likely to develop a problem than those children who are not confronted with the same risk factors (as cited in Pollard & Hawkins, 1999). Protective factors "mediate or moderate the effect of the exposure of the risk factors, resulting in reduction of the problem behavior" (Pollard & Hawkins, 1999, para. 4). Positive attitudes among boys and girls are seen to be protective factors against gang involvement and

delinquent behavior. O'Donnell, Hawkins, Catalano, Abbott, and Day, 1995; Rutter 1990; Werner and Smith 1992 (as cited in Pollard & Hawkins, 1999) sustain that social skills, individual characteristics and behavioral boundaries are some protective factors against gang involvement (Pollard & Hawkins, 1999). Children could develop protective factors and stay away from gangs and violence. For instance, if individuals have the opportunity to get involved in areas such as community, peer groups, and feel rewarded for their involvement, they will develop social skills for getting involved in those areas (Pollard & Hawkins, 1999). Some of the other protective factors were attachment to family and school (Deschenes & Esbensen, 1999).

Pollard and Hawkins (1999) believe that gang prevention programs should focus on increasing protective factors and decreasing the effects of risk factors. Increasing protective factors can serve as buffers for children who live in high crime areas. Those preventive factors can be coordinated with the G.R.E.A.T. program to change the attitudes and beliefs of those children. Since one of the purposes of the G.R.E.A.T. program is to encourage positive relationships among law enforcement

and youth, Probation officers can serve as role models for the school children (G.R.E.A.T. National Program Office, n.d.).

A six-year longitudinal study of school-based prevention programs was conducted involving low income children (O'Donnell et al., 1995). There were 102 participants in the control group (no treatment was given), and 75 participants in the intervention group. The purpose of the study was to reduce risk factors, such as school failure, misconduct behavior, family problems, or antisocial behavior. The authors wanted to decrease the risk factors "by combining modified teaching practices in mainstream classrooms, child social skills training," and parenting classes (O'Donnell et al., 1995, p. 90). The intervention program was found to have no significant influence on participants (O'Donnell et al., 1995).

Pollard and Hawkins (1999) found that the "increasing levels of risk exposure were consistently associated with greater prevalence of all the problem behaviors assessed" (para. 36). They found an association between the increasing levels of risk factors with substance use, delinquency, and school problems. Results

revealed that an increase of protective factors was associated with a decrease of alcohol use, marijuana use, and delinquency, but at "high levels of risk exposure, high levels of protection did not eliminate problem behavior" (Pollard & Hawkins, 1999, para. 28). Pollard and Hawkins (1999) sustain that their findings were consistent with previous studies which claimed that the accumulation of protective and risk factors produce similar behavioral outcomes among adolescents "that exert a common etiological mechanism" (para. 39). Pollard and Hawkins's results suggest that protective measures will be more likely to help youth with moderate exposure to risk factors, but will be less effective on youth with higher exposure to risk factors.

Predictive Risks for Gang Membership

Cumulative risk factors have been identified in five domains (individual, family, school, peer, and community) that predict violence and gang involvement (see Glesmann et al., 2009 for a detailed list of risk factors). Some of the predictive risk factors for gang involvement at the individual domain are early drug use such as marijuana, early alcohol consumption, antisocial behavior

and conduct disorder (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002; Fox, Eliot, Kerlikowske, Newman, & Christeson, 2000; Glesmann et al., 2009; Hill, Howell, Hawkins, & Battin-Pearson, 1999; Pollard & Hawkins 1999; Wyrick & Howell, 2004). Early antisocial behavior can also be a predictor for youth gang involvement (Arthur et al., 2002). Individual risk factors such as conduct disorder, includes, bullying, fighting, lying, truancy, and attacking people (Esbensen, Peterson, Taylor, & Freng, 2009; Glesmann et al., 2009; Hill et al., 1999; Wyrick & Howell, 2004). There is a consensus among researchers that bullying is an indicator of antisocial behavior (Arthur et al. 2002; Fox et al., 2000; Glesmann et al., 2009; Wyrick & Howell, 2004), which can be reduced. According to Fox et al. (2000), the "Norway program" reduced 50% of "incidents of bullying and antisocial behavior" (chap. 3). Another predictor for gang involvement in the individual domain is "poor refusal skills": in other words the ability to say no (Glesmann et al., 2009; Hill et al., 1999; Wyrick & Howell, 2004).

Within the family domain, researchers have identified a number of risk factors. The most prominent

are: family structure, parental behavior, and socioeconomic status (Esbensen, Huizinga, & Weiher, 1993; Glesmann et al., 2009; Hill et al., 1999; Wyrick & Howell, 2004). Youth who live in poverty with broken families and in single parent homes are more likely to be involved in gangs (Esbensen et al., 1993; Glesmann et al., 2009; Hill et al., 1999; Wyrick & Howell, 2004). Definitely, not all youth who live in poverty with single parents or without parents join gangs; however, youth will be at greater risk than those children of higher socioeconomic status and parents who take care of their children's needs. In the "Denver study," 47% of the gang members in the sample were living with only one parent. Some gang members had "'other' living arrangement such as with friends or cohabitating" (Esbensen et al., 1993, p. 102).

Within the school domain, researchers identified related risk factors for gang membership which support the influence of some variables on gang membership. Researchers have identified low academic achievement, low commitment to school, low academic aspirations, and low parent's expectations for children to attend college, to be a risk factor for gang involvement (Hill et al., 1999;

Wyrick & Howell, 2004). Notably, findings in the school domain reveal that youth who were involved in gangs had "higher levels of school-related problem behavior" (Glesmann et al., 2009, p. 7) and were less likely to be committed to school and teachers (Glesmann et al., 2009; Wyrick & Howell, 2004).

As with individual risk factors, it has been well documented by several studies about the role of peers that predict violent offending and gang membership (Bell, 2007; Deschenes & Esbensen, 1999; Esbensen et al., 2009; Glesmann et al., 2009; Hill et al., 1999; Pollard & Hawkins, 1999; Wyrick & Howell, 2004). Research has identified that youth who engage with deviant or delinquent peers are at considerably higher risk for gang involvement (Esbensen et al., 2009; Glesmann et al., 2009; Hill et al., 1999; Pollard & Hawkins, 1999; Wyrick & Howell, 2004). Risk factors in the peer domain associated with gang membership include "having delinquent peers, negative peer commitment, and hanging out with friends where drugs and alcohol [were]...available" (Esbensen et al., 2009, p. 324).

In addition to having some knowledge of the various predictive risk factors in the peer domain that encourage

youth to join gangs, it is also paramount to note the predictive risk factors in the community domain which influence youth to join gangs. Within the community domain, studies have identified neighborhood disorganization, accessibility to drugs, low attachment to community, and easy access to firearms, to be the strongest predictors for youth gang involvement (Bell, 2007; Deschenes & Esbensen, 1999; Glesmann et al., 2009; Pollard & Hawkins, 1999; Wyrick & Howell, 2004).

Cumulative Risk Factors

Longitudinal studies have identified aggregated risk factors in multiple domains that are predictors for deviant behavior and gang involvement (Esbensen et al., 1993; Esbensen et al., 2009; Glesmann et al., 2009; Hill et al., 1999; Pollard & Hawkins, Thornberry, Krohn, Lizotte, Smith, & Porter, 1998; Wyrick & Howell, 2004). Hill et al. (1999), in the Seattle Social Development Project, identified that exposure to multiple risk factors in several domains among children ages 10 to 12 were more likely to influence their joining gangs between the ages of 13 and 18. Their study also identified those children who were exposed to more than seven risk factors during their elementary school years, "had more than 13

times greater odds of joining gangs than those exposed to 0 to 1 risk" factor (Hill et al., 1999, p. 312).

Furthermore, findings from the "Taking Stock: An Overview of Findings from the Rochester Youth Development Study," identified numerous risk factors within several domains that predict the likelihood of youth gang membership (Thornberry et al., 1998). The Rochester Overview also found that cumulative risk factors greatly increase the odds for gang involvement. Cumulative risk factors that predict gang involvements are "poor refusal skills," conduct disorder, marijuana use, antisocial behavior, and early alcohol consumption (Glesmann et al., 2009; Hill et al., 1999; Wyrick & Howell, 2004).

Effects of Cumulative Risk Factors

Cumulative risk factors refer to the aggregated risk factors youth experience in each of the developmental domains (individual, family, school, peer, and community domain). Several studies have identified aggregated risk factors that highly increase the odds for youth to engage in gangs (Deschenes & Esbensen, 1999; Esbensen et al., 2009; Glesmann et al., 2009; Hill et al., 1999; Pollard & Hawkins, 1999; Wyrick & Howell, 2004). Esbensen et al. (2009) identified cumulative risk factors in four domains

(individual, family, school, and peer). The study revealed that within the four domains, gang members "possess a greater mean number of risk factors than do violent offenders" (p. 322). For example, 53% of "non-offenders" experience risk factors in one or two domains only, 54% of violent offender and 55% of youth gang members experienced cumulative risk factors in all four domains (Esbensen et al., 2009). "That is, there appears to be equal likelihood of experiencing risk factors across multiple domains, even if the number of risk factors experiences (in total and within domain) is greater for gang-involved than for violent youths" (p. 322).

Pollard and Hawkins (1999) found that the "increasing levels of risk exposure were consistently associated with greater prevalence of all the problem behaviors assessed" in their study (para. 36). Pollard and Hawkins' (1999) study found an association between the increasing levels of risk factors with substance use, delinquency, and school problems. Pollard and Hawkins (1999) findings suggest that gang prevention programs should focus on increasing protective factors and decreasing the effects of risk factors. Increasing

protective factors can serve as buffers for children who live in high crime areas.

Differences Among Youth Gang Members

Bell (2007) claims that youth differ on reasons to join gangs. Bell (2007) believes that female youth join gangs and use violence "as a protective measure in response to their vulnerability" (p. 368). Furthermore, Bell (2007) suggests that male's use of violence provides power (Bell, 2007). Research has identified four variables involved in deviant behavior among youth:

...victimization, lack of perceived guilt....

neutralization against fighting, and gang membership...

(Deschenes & Esbensen, 1999, p. 84). Deschenes and Esbensen (1999) argue that "victimization increased violence" more for females than males (p. 84). They also claim that "perceived guilt" decreased violence more for females than males. Comparing females to their counterpart males, school achievement and commitment was more important for females than for males "significantly reducing the rate of violent crime" whereas, peer group was extremely important among males (Deschenes & Esbensen, 1999, p. 84).

With regard to feelings of guilt and neutralization of violence, studies have identified gender differences (Deschenes & Esbensen, 1999). Comparing females to males in the use of violence, females approved of it only if they were hit first or if they had to defend a family member (Deschenes & Esbensen, 1999). "Females were more likely to feel guilt about committing crime than males, for all types of violent offenses...43% of females reported that they would feel very guilty and 19% no guilty about hitting someone, in comparison to 31% and 32% of males (respectively)" (Deschenes & Esbensen, 1999, p. 86). Females join gangs to fulfill their need for "familial" relationships (Bell, 2007).

Besides gender differences about the use of violence, several studies have identified a relationship between gang membership and age and higher membership rate for males comparing to females (Bell, 2007; Esbensen et al., 1993; Hill et al., 1999). Findings from the longitudinal Seattle study, gang affiliation peaked at age 15, and not surprisingly, 21.8 percent of their sample were male gang members, and only 8.6 percent were female (Hill et al., 1999). Similarly, the Denver longitudinal study found that 35 percent of the gang

members in their sample were 14 years old with 20 percent of their gang members being females (Esbensen et al., 1993). Similarly, Bell's (2007) study revealed that female gang members were on average younger than males. Deschenes and Esbensen (1999) study also identified higher prevalence of violent behavior among males compared to their female counterparts. In comparison to non-gang youth, Bjerregaard and Smith (1993) claimed that female and male youth gang members "had higher rates of serious and violent delinquency" (as cited in Thornberry et al., 1998, p. 34).

Studies have found gender differences among youth in regard to peers. For instance, commitment to negative peers was found to be significant for males increasing deviant behavior. Having prosocial peers was a deterrent for violence among females but not for males, increasing the rate of violent offending among males (Deschenes & Esbensen, 1999). In addition to gender differences in the peer domain, youth also have different risk factors in the community domain. For instance, neighborhood disorganization and violence were more significant for females over males (Deschenes & Esbensen, 1999; Wyrick & Howell, 2004). Furthermore, risk factors for males was

early drug use, and for females were low academic orientation, a parent's death, separation or divorce (Deschenes & Esbensen, 1999).

Bell (2007) sustains that broken relationships between the parent and child and "neighborhood relations provide greater opportunity for males and females to associate with delinquent peers and become immersed in gangs" (p. 367). It is important to understand the reasons why youth engaged in deviant behavior and provide youth with the necessary preventive programs that can change their attitudes and deviant behaviors.

Theories Guiding Conceptualization

Attachment Theory

Attachment theory claims that people are born with an innate psychological sense of attachment to look for proximity to significant others and that this behavior can be seen more during childhood. Children look to their parents or caregivers when they are in need (Mikulincer & Shaver, 2005, p. 150). For instance, when a child falls, the child looks for the caregiver to comfort him or her. Secure attachment can be developed when a child has a reliable caregiver (Mikulincer & Shaver, 2005).

Mikulincer and Shaver's (2005) article is important for gang researchers because it provides a contextual framework to understand how the lack of secure attachment might lead to deviant behaviors such as gang membership.

Similarly, Staufenberg's (2010) sustains that insecure attachment during childhood brings deficits to the person in their intimate relationships, self confidence and interpersonal relationships. Children who develop secure attachment during childhood to their caregiver will be less likely to engage in deviant behavior or join gangs because they have secure attachment and students might not have to look for protection outside of their family or caregiver.

Staufenberg's (2010) article is important for gang researchers too since it provides a theoretical framework to understand important contextual factors that cannot be overlooked and that are important to understand the reasons why youth join gangs.

Control Theory

Equally important for gang researchers is the control theory. Control theory explains that the "individual's tendency to engage in deviant behavior is influenced by his or her ties to other persons. There are

four components to such ties: attachment, commitment, involvement, and belief" (Delamater & Myers, 2007, p. 555). Attachment is a bond that when present, children have respect and love for their parents or caregiver. This bond can serve as a protective factor that can keep children away from deviant behaviors. Commitment is a personal engagement to a goal, ideal, or family. For instance, when children are committed to their parents, children might not engage in criminal behavior because of commitment to their family. Another component of control theory is involvement, which is the act of engaging in extracurricular activities. For example, engaging in school clubs will occupy the student's time that they might not have time to engage in unlawful acts. Another component of the control theory is belief. Delamater and Myers (2007) define belief as "respect for the law and for persons in positions of authority" (p. 498). If children believe that they need to respect their parents, the children will be less likely to join gangs.

Jensen and Thompson (1990) state that when parents hold positions where the parents command or control other people, their children are just as likely to commit crimes like the children of other parents who are in

subordinated positions. Jensen and Thompson (1990) sustain that there were more gender differences in patriarchal households than egalitarian households. Thus, control theory is an important framework for gang researchers since it provides a context to understanding human behavior.

In brief, attachment theory and control theory are two of several theories that can help in understanding the antecedents of deviant behaviors among youth, as well as the protective factors that prevent youth from joining gangs and violence. Attachment theory is a theoretical framework that can illustrate the importance of understanding the development of secure attachment which can serve as a protective factor for deviant behavior when secure attachment is attained. Control theory is also a framework to understanding deviant behavior. If children develop positive ties, children might be able to avoid deviant behavior. Developing affiliation to school and teachers can be a way for elementary school children to stay away from gang activities and gang membership.

Summary

In chapter two, the literature review illustrates numerous risk and protective factors. The literature shows the importance of understanding the effects of the accumulation of risk factors in the five developmental domains which greatly influences youth involvement in violence and gang membership. This section also covered protective factors that serve as buffers for youth to prevent them from joining violence and joining gangs. The literature also shows the importance of identifying and promoting the positive effects of protective factors in the life of the youth. Gaining a better understanding of how risk and protective factors work will better equip parents, policy makers, law enforcement, social workers, and those who work with youth at risk of joining gangs. A clearer understanding of how risk and protective factors work is important to developing strategies that target risk factors and promote protective factors that might impact youth at risk or youth who are already involved in gangs. It is important to develop preventive programs or utilize existing prevention programs that are making a difference in the life of those youth at high risk of getting involved in gangs. In addition, control theory

was utilized to explicate four reasons why youth engage in deviant behavior.

CHAPTER THREE

METHODS

Introduction

Chapter three discusses the study design used in this research, along with the research questions, sampling, data collection, instruments, and procedures for the research and data collection.

Study Design

The purpose of this study was to evaluate the effectiveness of the G.R.E.A.T. gang prevention program in changing students' attitudes and beliefs about gang activities. Measurements of base knowledge were obtained before the children received the G.R.E.A.T. classes which the pre-test probation officers administered, as well as a post-test after the children finished the six-week training.

For this study, secondary data (surveys) from the G.R.E.A.T. program were used. Probation officers administered pre-tests before the children received any training from the G.R.E.A.T. program. After completion of six classes, probation officers administered post-tests, collected and kept them in the San Bernardino County

Probation Office inside a locked filing cabinet for six years, according to the probation department. The instrument, pre-tests, and post-tests are all property of San Bernardino County Probation.

The research method used in this study included both quantitative and qualitative methods. The quantitative method was the "one-group pre-test-post-test design" (Grinnell & Unrau, 2011, p. 278). The purpose was to find out if the program really makes a difference in changing the attitudes and beliefs of elementary school boys and girls who live in areas that are at high risk of gang involvement and gang related crimes. In addition, the qualitative method was used to analyze an open-ended question from the post-tests. The results of the research and research questions will be discussed in chapter four.

The research questions are as follows: First, does Gang Resistance Education and Training program change attitudes about gang membership, violence, and crime among elementary school boys and girls who are in a high crime risk area? Second, comparing boys and girls, who changed the most after the G.R.E.A.T. program? Third, what did elementary school children learn the most about the G.R.E.A.T. program?

Sampling

A sample of $N = 185$ was used in this research project. The sample aims to be representative of elementary school children from Operation Phoenix (high risk geographical areas) in San Bernardino. The independent variables are age, and gender. The dependent variable is the G.R.E.A.T. program itself.

Data Collection and Instruments

Secondary data for the dependent and independent variables were collected by probation officers who administered pre-tests (See Appendix A) and post-tests (See Appendix B) during 2008-2010. For the pre-test and post-test, there are demographic questions. Age uses interval levels of measurement, as do questions about school grade. Questions about gender are at a nominal level of measurement. Questions one to five of the pre-tests and post-tests are the same (see Table 2).

Table 2

Pre-Test and Post-Test Questions

QUESTIONS 1 to 5	
1	Violence can hurt people and property
2	Being mean to someone over and over by using words or actions is bullying
3	Tone of voice is the way something is said
4	Acting instead of reacting can [be]done by waiting, self-talk, or leaving a situation
5	Respect is treating others the way you want to be treated

Note: San Bernardino County Probation assessment tool n.d. See appendix D for permission.

Questions one to six of the pre-test and post-test use four possible responses (I ranked them as follow: 1 = true, 2 = sometimes, 3 = don't know and 4 = false). Scores from questions one to five were summed to create an overall pre-test and post-test score for each child. A lower score means that students learned more about the program than those who had higher scores.

Question six assesses resources that students may have, such as people to go to in case of difficult decisions. Question six from the pre-tests and post-tests

were written slightly different, but both asked the same question (see Table 3).

Table 3

Pre-Test and Post-Test Question Six

Pre-test	I know five adults I can go to for help with hard decisions
Post-test	By talking to the hand I can remember five adults you can go to for help with hard decisions

Note: San Bernardino County Probation assessment tool n.d. See appendix D for permission.

The last question of the post-test, open-ended, question seven, asks for two acquired skills, and reads as follows:

"Please list 2 skills that you learned from G.R.E.A.T. that can help you to be a G.R.E.A.T. citizen

1 _____
2 _____"

Procedures

Secondary data was collected from the San Bernardino County Probation Department in May 2011. The data was obtained by probation officers who administered surveys

(pre-test and post-test) from 2008-2010. The pre-tests were given before probation officers taught the G.R.E.A.T. classes to elementary school students. In addition, probation officers administered post-tests after the students took the last class from the G.R.E.A.T. prevention program. The data (pre-test & post-test) collected by probation officers was taken to their office and kept secured. The children who participated in this program were children from Operation Phoenix in San Bernardino (geographical areas where crime is high).

Protection of Human Subjects

Data was kept in a safe box at the researcher's residence after approval from the probation department to use their data. Even though the data did not have identifiable information that could reveal the identity of the participants, the surveys were coded and entered in SPSS 19, 2010. Informed consent was not provided by this researcher since this project falls into the administration category of the Institutional Review Board.

Data Analysis

Secondary data was used in the form of pre-tests and post-tests to test research questions. Quantitative analysis was utilized to assess the relationship between the dependent and independent variables. The dependent variable is the treatment (the gang prevention program). The independent variables are age and gender. In addition, qualitative method was used to analyze question seven, an open ended question from the post-tests. Question seven asks for two skills that students learned after they finished the G.R.E.A.T. gang prevention program. Post-test question 7 was entered as post-test question 7A and post-test question 7B on SPSS.

The statistical analysis provided the necessary results to determine if the G.R.E.A.T. program really changed the beliefs and attitudes of the participants toward gang involvement and gained knowledge about the G.R.E.A.T. program.

Standardized measurements were used to analyze the data collected. Inferential statistics were used to determine the association between variables. "The goal of inferential statistical tests [was] to rule out chance as the explanation for findings either association between

variables of differences between variables" (Grinnell & Unrau, 2011, p. 440). Univariate findings are described with frequencies, means, and standard deviation. Paired samples *t*-Test and one-way ANOVA were executed to describe multivariate findings. The purpose of the statistical tests were to find if the results were statistically significant or due to chance.

Conclusion

After obtaining approval from the Institutional Review Board Sub-Committee and the Chief probation officer from San Bernardino County Probation Office, this researcher started accessing the secondary data and performed diverse statistical analyses that will be discussed in detail in chapter four.

CHAPTER FOUR

RESULTS

Introduction

Chapter four discusses the univariate and bivariate results of diverse statistical tests. The purpose of the statistical analyses was to find out if the G.R.E.A.T. gang prevention program changed the attitudes, and beliefs about gangs and violence.

Presentation of the Findings

Data collected by San Bernardino County probation officers was utilized in this research project. Out of 529 surveys, only 185 (35.2%) of the recipients answered the pre-tests and post-test questions. In addition, 3 (0.6%) had some missing data in both the pre-tests and post-tests; thus, incomplete surveys were excluded from the analysis. Next, univariate analyses were run to get the frequencies, means, and standard deviations of demographic variables (see Table 4 for demographics). In order to use the one-group pre-test-post-test design participants had to complete both tests (Grinnell & Unrau, 2011).

Table 4

Demographics Characteristics of the Secondary Data

Variable	N	%
Gender		
Female	102	55.1
Male	83	44.9
Age		
8	13	7.0
9	103	55.7
10	60	32.4
11	9	4.9
Grade		
Fourth	119	64.3
Fifth	65	35.1

Next, a bivariate analysis was run using a paired sample *t*-Test. The first five questions of the pre-test and post-test were used for the *t*-Test. The purpose of the *t*-Test was to find out if the implementation of the G.R.E.A.T. program was related to changes in post-test scores. The results of the paired sample *t*-Test revealed that there was a significant difference between the pre-test scores ($M = 7.86$, $SD = 1.84$) and post-test

scores ($M = 7.05$, $SD = 1.84$), $t(173) = 5.233$, $p < .001$.

The decrease of the post-test score meant that students increased positive attitudes and beliefs.

An additional paired sample t -Test was used to determine if both females and males improved their scores after the G.R.E.A.T. gang prevention program. The data was split by gender before running the analysis. The results of both paired sample t -Tests indicated that males and females had a significant increase of knowledge. The pre-test and post-test scores are consecutive, starting with males' pre-test and post-test scores, ($M = 7.86$, $SD = 1.80$), and ($M = 6.91$, $SD = 1.76$), with $t(77) = 4.411$, $p < .001$, and females ($M = 7.86$, $SD = 1.87$), ($M = 7.16$, $SD = 1.91$), with $t(95) = 3.182$, $p < .01$. The results were significant for males and females; in this case, a lower post-test score meant that males as well as females change their attitudes and beliefs about gang membership. The pre-test and post-test scores in the above analyses were comprised of the sum of the responses of the first five questions of the survey. A one-way ANOVA was run to test if indeed test scores were the same for all age groups. Post-tests score from questions one through five were utilized as well as the

age of the participants. The results of the study did not provide statistical evidence to support that the younger participants changed their attitudes and believes more than the older students (see Table 5).

Next, results of the frequencies from the survey question seven were utilized to answer the third research question about what the elementary school children learned the most about the G.R.E.A.T. program. Children most frequent response was about respecting their peers follow by deviant behaviors and the less frequently chosen was about safety issues (see Tables 6 and 7).

Table 5

Post-Test Mean Scores by Age

Age	n	M	SD
8	12	7.0833	1.72986
9	100	6.8700	1.86220
10	60	7.2833	1.88744
11	9	7.1111	1.05409
Total	181	7.0331	1.82848

Note: n = Subsample; M = mean; SD = Standard Deviation.

From this point forward, the remaining questions on the survey will be addressed. Question six assesses resources that students may have, such as people to go to in case of difficult decisions. Question six reads as follows: "By talking to the hand I can remember five adults you can go to for help with hard decisions," (San Bernardino County Probation assessment tool, n.d.). A paired sample t-Test was used to determine if there were changes in their response to question six from the pre-test to post-test. Results indicate that there was no significant difference in responses to Question #6 following participation in the G.R.E.A.T. prevention program, $t(183) = .233, p > .05$.

Question seven of the instrument is an open-ended question about the skills that children learned after finishing the G.R.E.A.T. program. Question seven reads as follow: "Please list 2 skills that you learned from G.R.E.A.T. that can help you to be a G.R.E.A.T. citizen" (San Bernardino County Probation assessment tool, n.d.).

For question seven of the post-test, students entered one response per line (some students enter two responses per line of post-test question seven). To organize the students' answers, question seven was split

up into two sections and two variables were created to enter their answers in SPSS. The next step was to select their first response from each of the answers written by the student's on line one and line two of post-test question seven. For instance, some students' answers were as follows: 1) Bullying & Acting and 2) Anger & Stealing. Bullying was the first response for the post-test question 7A. The same process was done to enter the responses for the post-test question 7B. Next, the variable answer 7A and answer 7B were created to enter a code for each response. For instance, "Bullying" = 2, "Stealing" = 16 and "Violence" = 1.

Out of the two lists of responses, four larger themes emerged. The themes were as follows:

1) "Perpetrating/Deviant behavior," 2) "Communication with adults/Resources," 3) "Respect peers," and 4) "Don't be a victim/Safety from strangers/identity theft." To select each of the four themes, the same process was followed. For instance, the first theme was selected after some of the following responses: "Bullying," "Violence," "Violence can be dangerous," "Be careful what you say," and "Don't be in a gang," were some of the students' responses selected for theme number one (see

Tables 6 and 7 for the themes). Next, results of the frequencies from the survey post-test question seven was utilized to answer the third research question about what the elementary school children learned the most after the G.R.E.A.T. program. Children most frequent response was about respecting their peers follow by deviant behaviors and the less frequently chosen was about safety issues (see Tables 6 and 7).

Table 6

Recorded Answers 7A Into 4 Themes

Themes	Frequency	%
*Perpetrating/Deviant behavior	68	36.8
*Respect peers	65	35.1
*Communication with adults/Resources	26	14.1
*Don't be a victim/Safety from strangers/Identity theft	8	4.3
*Missing system	18	9.7
*N	185	

Note: N refers to the number of respondents. Missing system refers to incomplete data or to missing data.

Table 7

Recorded Answers 7B Into 4 Themes

Themes	Frequency	%
* Respect peers	64	34.6
* Perpetrating/Deviant behavior	59	31.9
* Communication with adults/Resources	25	13.5
* Don't be a victim/Safety from strangers/Identity theft	7	3.8
*Missing system	30	16.2
N	185	

Note: N refers to the number of respondents.

Missing system refers to incomplete data or missing data.

Summary

In this chapter, univariate and bivariate findings were reported. The univariate findings helped to describe the demographic data of this sample. The bivariate findings were useful in answering the research questions, and were found using paired sample *t*-Tests and other statistical tests. In brief, the findings of the univariate and bivariate analysis were used to present the findings of this research.

CHAPTER FIVE

DISCUSSION

Introduction

Chapter five discusses the implications of the results, limitations of the study, recommendations from the study findings to advance the social work profession, and a summary of the study.

Discussion

The results of the study revealed interesting findings. The first research question was: Does the Gang Resistance Education and Training program change attitudes about gang membership, violence and crime among elementary school boys and girls who are in a high-risk crime area? The results showed a statistically significant positive change in the beliefs and the attitudes of the elementary school children after the G.R.E.A.T. program. The results suggested that the change was due to the treatment not to chance.

The second research question was: Comparing boys and girls, who learned the most about the G.R.E.A.T. program? The findings of the paired sample t-Test concluded that both genders increased their knowledge.

The third research question was: What did the elementary school children learn the most from the G.R.E.A.T. gang prevention program? The results of the frequencies suggest that children most frequent response was about respecting their peers follow by deviant behaviors and the less frequently chosen was about safety issues learned the most about respecting their peers. (see Tables 6 and 7). Though, it is common sense that children at this stage of their life care more about their peer's opinion than safety, is interesting that the students response reflects their developmental stage.

Limitations

There were several limitations for this study. The greatest limitation was the tool itself. The tool was not tested for validity or reliability according to probation. Though the results from this study were statistically significant about changing the elementary school boys and girls from Operation Phoenix (high crime area) in San Bernardino, the findings cannot be applied to students from other school sites outside of the Operation Phoenix area since the tool lacked validity and reliability.

There was another flaw with the instrument. Question six of the pre-test and post-test was written differently. The pre-test question six reads as follows: "I know five adults I can go to for help with hard decisions," and question six of the post-test reads "By talking to the hand I can remember five adults you can go to for help with hard decisions."

Next, missing data was another limitation since from 529 surveys, only 185 (35.2%) answered the pre-test and post-test. Though the remaining sample of this study can be consider a large sample ($N = 185$), the results of this study cannot be applied to other areas. This study lacked important demographic information such as race, socioeconomic status, parent education, and family structure. Thus, the findings can not be generalized.

Recommendations for Social Work Practice, Policy and Research

After analyzing the risk factors, protective factors and the implications that contribute to preventing children from getting involved in criminal activities or from getting involved in gangs, the recommendations for the social work practice is to get actively involved in the utilization of gang prevention programs which could

change the children's and families' outlook about gang membership and violence. Predominately, research indicates that cumulative risk factors in different domains is detrimental in the life of the youth and that the more cumulative risk factors the youth experience in different domains at once, the more likely the youth will get involved in gangs. Gang involvement and violence affects families and communities. As cited in the literature review, the crimes committed by gangs comprised 80% of the national crime (FBI National Press Office, 2010); thus, a recommendation for the social work field, policy makers, parents and those who work with youth is to gain a clearer understanding of the risk factors that facilitate youth gang involvement, as well as those protective factors that researchers found to deter youth from getting involved in gangs.

Becoming informed of the real threat that gangs pose among youth and our communities cannot be ignored. It is a collective responsibility that those who work with youth be proactive in developing programs to prevent youth from getting involved in violence such as gang membership and gang activities. In addition, existing gang prevention programs that are found to be effective

at changing youth attitudes and beliefs about gangs is probably the easier and faster solution to prevent gang involvement among elementary school boys and girls, such as in Operation Phoenix areas in San Bernardino. Special attention needs to be placed on elementary school students to help them stay away from gang related activities that could jeopardized their lives, their families, and the community at large.

The literature review showed that secure attachment can help to prevent students from getting involved in delinquent behavior by attaching to family or school (O'Donnell et al., 1995). This attachment can be to teachers, law enforcement, mentors or extended family. Another recommendation is for lawmakers to support programs, such as the G.R.E.A.T. gang prevention program which focus on children who are at high-risk of getting involved in gangs and in-violence. Using preventive programs for elementary school students could help children build their character, protective factors and to stay away from gangs, drugs, violence, and the consequences of those risk factors.

The results from this study can provide the social work practice, policy makers, and those who work with

youth with research based on changing attitudes and beliefs about gang membership among elementary school children. The evaluation of the G.R.E.A.T. program could assist those who work with youth to identify the programs that are most effective in changing boys and girls outlooks toward gang membership.

Conclusions

This research covered the evaluation of the Gang Resistance Education and Training gang prevention program and its effectiveness among elementary school boys and girls who are in high-risk crime area as well as its effectiveness to change the children's attitudes and beliefs about gang membership and violence.

The evaluation of the effectiveness of the G.R.E.A.T. gang prevention program among the elementary school boys and girls appeared to be statistically significant to positively change the beliefs and attitudes of the students about gang activities. The findings of this research are important since the G.R.E.A.T. program appeared to be effective for the specific population of this study.

The findings of this study can provide the social work practice, policy makers and those who work with youths that are at high risk of joining gangs with important information to make informed decisions about what works best at preventing youth from getting involved in gangs. Furthermore, the findings from this study can provide those who work with the youth with some important knowledge about the effectiveness of the G.R.E.A.T. gang prevention program; thus, professionals can utilize this information to develop gang prevention programs or to implement the G.R.E.A.T. program which was effective.

APPENDIX A
PRE-ELEMENTARY SCHOOL SURVEY

Pre-elementary School Survey

Pre-Elementary school survey

Directions: Please mark one answer for each question, and do not write your name on the survey. Your survey will help us to make G.R.E.A.T. a better program. Thank you.

Age: _____ Sex: ☐ Female ☐ Male Grade: _____

REMEMBER: there is no right or wrong answer, choose your best answer!	True	False	Sometimes	Don't Know
1. Violence can hurt people and property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Being mean to someone over and over by using words or action is bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tone of voice is the way something is said	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Acting instead of reacting can done by waiting, self-talk, or leaving a situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Respect is treating others the way you want to be treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I know five adults I can go to for help with hard decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: This tool is property of San Bernardino County Probation. See appendix D for permission.

APPENDIX B
POST-ELEMENTARY SCHOOL SURVEY

Post-Elementary School Survey

Post-Elementary school survey

Directions: Please mark one answer for each question, and do not write your name on the survey. Your survey will help us to make G.R.E.A.T. a better program. Thank you.

Age: _____ Sex: ☐ Female ☐ Male Grade: _____

REMEMBER: there is no right or wrong answer, choose your best answer!	True	False	Sometimes	Don't Know
1. Violence can hurt people and property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Being mean to someone over and over by using words or action is bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tone of voice is the way something is said	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Acting instead of reacting can done by waiting, self-talk, or leaving a situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Respect is treating others the way you want to be treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. By talking to the hand I can remember five adults you can go to for help with hard decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Please list 2 skills that you learned from G.R.E.A.T. that can help you to be a G.R.E.A.T. citizen				
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: This tool is property of San Bernardino County Probation. See appendix D for permission.

APPENDIX C

LETTER TO CHIEF PROBATION OFFICER

Letter to Chief Probation Officer

Date: September 20, 2010

From: Irma Silva

Master's of Social Work (MSW) Graduate Candidate
California State University, San Bernardino (CSUSB)

To: Chief Probation Officer Michelle Scray
San Bernardino County Probation Department

During the 2009-2010 academic year I was placed with the San Bernardino County Probation Department's Foundational Achievement through Mentoring and Education (F.A.M.E.) Program as an MSW Intern and completed 640 internship hours. At that time, I was exposed to the functions of the (G.R.E.A.T.), Gang Resistance Education and Training, Program and developed an interest in the G.R.E.A.T. curriculum provided to elementary age students. I am aware officers administered pre and pos-tests surveys developed by probation to elementary age youth; however, this data has not been analyzed as part of a research project. Therefore, I am proposing a data analysis of the G.R.E.A.T. elementary component that measures knowledge gained in the areas of gangs, violence and perception of police among students at the elementary school level.

The population that will be utilized are students that completed the G.R.E.A.T. Program at elementary school sites located within the Operation Phoenix geographical area. Students will not be interviewed by the researcher because I will analyze secondary data. This data will consist of pre and pos-tests surveys administered and collected by Probationer Officer Denice Curtis. Data will be randomly selected from a batch of surveys covering 2008-2010. The data will be analyzed using Statistical Program Software Systems (SPSS), a statistical analyses software, to analyze and record data. The collected data will be shared with my research advisor Dr. Laurie Smith, Associate Professor, and my Social Work Research I/II professors. It is further noted, any changes to the research design and/or data collection, the San Bernardino County Probation Department will be notified.

My generated drafts and final thesis will be shared with the Graduate Studies Department and School of Social Work at CSUSB and the San Bernardino County Probation Department. A copy of the final thesis will be released to Probation and retained for public review at the CSUSB John M. Pfau Library.

I expect to present my research proposal to CSUSB Institution Review Board (IRB) for review and approval in the Winter quarter of 2010.

Subsequently, my research is expected to begin in the Spring quarter of 2011 and conclude during the Summer session of 2011.

In preparation for the proposed research project, I maintained my Volunteer in Probation (VIP) status with the San Bernardino County Probation Department. I have maintained my position in the G.R.E.A.T. Unit and completed volunteer hours during the summer months of 2010.

If you have any questions, feel free to contact me at the noted telephone numbers or email me at silvi300@csusb.edu. Thank you for this consideration and I look forward to hearing from you soon.

Sincerely,

Irma Silva

APPENDIX D
EMAIL FROM PROBATION OFFICER

RE: Research Letter

Friday, February 18, 2011 9:52 AM

From: "Epps, Kimberly - Probation"

To: "Irma Silva"

Cc: "Silva, Irma - Probation"

Irma,

My apologies. Please accept this email as authorization for your to use the San Bernardino County Probation G.R.E.A.T. Program modified per and post survey instrument. The pre and post to was created by me, and I created the tool to align the specific G.R.E.A.T. lessons being provided. No, I do not have information about the validity, reliability, or cultural sensitivity of the instrument. No, this research project does not require a submission to probation for a Human Subject review Process, because you will not interview or contact students. Your research will review secondary program data, the pre and post surveys completed by our program participants. The completed instruments do not include identifying information such as names, birth dates, etc.

From: Irma Silva

Sent: Tuesday, February 15, 2011 1:15 AM

To: Epps, Kimberly - Probation

Cc: Silva, Irma - Probation

Subject: Fw: Research Letter

Hi Kim.

First of all, I hope you are doing well. Can you please give me this information today? I need to submit information and permission to use your modified GREAT instrument

I am in the middle of writing my paper and I need the following:

- * give you credit for the assessment tool that you modified
- * Do you have information about the validity, reliability and cultural sensitivity?
- * I need written permission to use the modified instrument "Elementary School Post Survey" & "Elementary School Pre Survey"

Best,

Irma Silva

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