

Child Guidance And Delinquency In A London Borough

Severity of Offense

Toward Promoting Success

At Risk

of committing an offense

- Aggression
- School failure
- Peer rejection
- Lack of parental monitoring
- Harsh discipline

Key Features

Community- and school-based interventions

- Located near child's home or at child's school
- Universal and targeted populations
- Parental participation
- Focus on prevention of onset of offending

Community-Based Programs

- Public education parenting campaigns
- Parent training programs
- Recreational skill-building programs in high-risk neighborhoods

Components of School-Based Programs

- High principal and teacher support
- Frequent home-school communication
- Parents meaningfully involved in schools
- Parental access to parenting and community resource information
- Clear rules that bullying is wrong
- Reporting of bullying encouraged
- High staff-to-child ratio during recess
- Nonexclusionary violence prevention policies
- Classroom-based social skills/anger management skills training
- Small group self-control and problem-solving instruction for identified children
- Academic tutoring, remedial assistance for children 2 or more years behind grade level
- Structured after-school activities

Cautionary Notes

- Unless fully replicated, multifaceted, school-based prevention, early intervention programs might not achieve expected outcomes.
- School-based prevention, early intervention programs might be successful overall but not affect children at greatest risk for offending or those who already are committing offenses.
- Preferred school-based prevention programs include nonexclusionary provisions for those children most at risk for early-onset offending as well as opportunities to achieve academic success.

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