Working with Girls...Gender Responsive Case Management

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"Workshop Goals"
Part I:
• Introduce a gender responsive case management model
• Explore the developmental research linked to girls
• Focus on strategies that are effective when working with girls

Case Management Defined
“...work collaboratively with the girls and young women in an effort to define individual strengths and needs in order to establish mutually agreed upon outcomes.”
Guiding Practices...

#1: Provide a comprehensive CM model that addresses the complex and multiple needs of girls and women in conflict with the law.

#2: Recognize that all girls and young women have strengths and resources.

#3: Encourage the active and collaborative involvement of girls and young women.

#4: Implementation is “limitless”

Guiding Practices...

#5: Match intensity of services to needs.

#6: Build links to community - SOCIAL CAPITAL.

#7: Facilitate with a multi-disciplinary team.

#8: Monitor progress and evaluate outcomes.

#9: Implement procedures to ensure program integrity.

Guiding Practices...

#10: Seamless, Timeless...

The model can begin at any phase:

- Institution
- Release
- Community Supervision
- After-Care

Delivering the Model ...
The PROCESS- Four Core Elements

ELEMENT 1: Engage and Assess
ELEMENT 2: Enhance Motivation
ELEMENT 3: Implement the Case Plan
ELEMENT 4: Review Progress

What does the PROCESS look like?

CORE ELEMENT #1:
ENGAGE AND ASSESS
(Discovery...)
Core Element #1: Engage and Assess

Anticipated OUTCOMES:

- awareness of personal, situational, and contextual factors that elevate risk...
- awareness of strengths that can be mobilized to mediate the impact of risk...

Core Element #1: Engage and Assess

Gender-responsive assessment should promote a common language

- Risk/Need Assessment
- Self-Report Measures
  - Self-Efficacy
  - Social Support Questionnaire
  - Coping Resources Inventory
  - Other Supplemental Scales

Core Element #1: Engage and Assess--- THE BAD NEWS

Are you happy with the current assessment you have for girls and young women?

- Over-classification
- Under-classification
- Missing information for case planning
- Static...
- Emphasis on risk factors
Core Element #1: Engage and Assess

What is an appropriate assessment for girls and young women?

- Validated with girls and young women
- Comprehensive... relevant items
- DYNAMIC
- Strength and protective factors
- Guide Case Planning
- Reassessment to monitor outcomes

Core Element #1

Engage & Assess

... What are the targets?

Can we predict high-risk behavior?

Developmental Pathways for Boys

- Primary Pathway... early onset
- Secondary Pathway... later onset
Developmental Theory - Primary Path

Early Starter
• Quality of parenting
• Environmental factors
INTERACT & CUMULATE
Elevate Risk for Covert & Overt Delinquent behavior

Persistent problems as an adult

Developmental Theory - Secondary Path

Late Starter
• Normal pro-social development followed by antisocial activity
• Tend to have fewer risk factors
• Peers, Quality of Parental Relations

Delinquent behavior

Desist with or without intervention as young adult

What about girls?

Fact:
Before the age of 12, boys are at greater risk for behavioral problems...
(i.e., Conduct Disorder, Oppositional Defiant Disorder, Attention Deficit Disorder, Hyperactivity, etc.)
Fact:
"Girls present with complex and multiple needs..."

"I would rather work with 10 males than 1 female"...
Frequently heard practitioner statement

Fact:
"Girls were not represented in the research..."

Historically girls were invisible...or marginalized

Girls... Discovered

Pioneering Work

Meda Chesney-Lind
Girls Discovered... Postscript for the New Millennium

Girls are “BAD” and they are Getting “WORSE”

- **Interviewer:** “What would the world be like without men?”
- **Nicole Hollander:** “There would be no crime... and lots of happy, fat women...”

**The Image: Popular Culture**

- “Girls Just Want to be Mean” - (Margaret Talbot, 2002: New York Times Magazine)
- “Odd Girl Out: The Hidden Culture of Aggression in Girls” - (Rachel Simmons, 2002)
- “Queen Bees and Wannabees: Helping Your Daughter Survive Cliques, Gossip, Boy Friends, and Other Realities of Adolescence” - (Rosalind Wiseman, 2002)
- “Fast Girls: Teenage Tribes and the Myth of the Slut” - (Emily White, 2002)
- “Sex, Power & and the Violent School Girl” - (Artz, 1998)

**The Media: Sensationalized Cases – late 90’s**

- “Mean Girls Grown Up” Cheryl Dellasega
  - St. Catherines, Canada... Rape and murder
  - Vancouver, Canada... Violent Murder
  - Toronto, Canada... Swarming Incident
What do we know about girls and women...

- Communication
- Connection
- Emotional Sensitivity
- Responsiveness

The Female Brain - Louann Brizendine, M.D. (2006)

Development... First 3 Months

Girls are born interested in emotional expression...

They take meaning from the emotional expressions of others about themselves and are particularly sensitive to how others look at them and touch them...
Girls have innate observation skills that are 2 years ahead of males.

They can read faces and hear tones and therefore are more responsive to others.

The quiet years... no major hormonal surges.

Primary Agenda... RELATIONSHIPS but girls do engage in verbal and social aggression.

FOCUS - AGGRESSION

• FACT: Males are responsible for higher rates of OVERT physical aggression at every age.

Life course persistent:
- Boys to girls - RATIO 10 : 1

Adolescent Onset:
- Boys to girls - RATIO 1.5 : 1
Reliable gender differences in aggression appear as early as 3 years of age (Maccoby, 1998; Achenbach, Howell, Quay and Conner's (1991).

But why???

Research On Gender Differences

Hypotheses...
1. Males more likely to react negatively to an aversive stimulus...
2. Boys more responsive to negative reinforcement contingencies (e.g., more likely to experience a win during conflict and will do it again)...
3. Boys are reinforced by peer and adults for aggression.
4. Girls are more likely to be ignored if aggressive...

Gender Differences: Social Development

Age 3-6

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 5 - casual friends; joint activities;</td>
<td>Age 5 - more intimate/close friendships</td>
</tr>
<tr>
<td>Age 6 - 75% of time spent in collaborative group process</td>
<td>Age 6 - 15% of time spent in collaborative group process</td>
</tr>
<tr>
<td>AGENDA-Group Enterprise</td>
<td>AGENDA-Friendship</td>
</tr>
</tbody>
</table>
Social Development & Aggression

Grade school and into adolescence

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confrontational aggression decreases markedly by adolescence</td>
<td>Non-confrontational aggression continues (&gt;intimacy=knowledge=Vulnerability)</td>
</tr>
<tr>
<td>Consequence: Loss of status, rejection</td>
<td>Consequence: Remain anonymous</td>
</tr>
</tbody>
</table>

Development... Adolescence

Primary Agenda... INTIMATE RELATIONSHIPS... and sexual desirability

Estrogen marinade resumes but this time with progesterone surges that come in repeated monthly waves...

Development... Adolescence

Increase in estrogen leads to an increase in dopamine and oxytocin.

As she builds connections (talking)—actually serves to trigger the pleasure centers of the brain and to facilitate the release of oxytocin...
WHAT Do We Know About Females in the Criminal Justice System?

The etiology of high-risk behavior...

Are there gender differences in the expression of high-risk and criminal behaviors?

Female involvement in the criminal justice system is qualitatively different... offense patterns and types are not the same as men.
**Criminal History**

- Women are more likely to commit less serious offenses and have fewer previous convictions than men charged with the same offenses.
- Women are more likely to be convicted only once and to have lower reconviction rates.
- Women come into the system later than men and tend to be involved for shorter periods of time.

**Criminal History**

- Women are more likely to commit offenses in the company of men.
- Men are more likely to commit offenses in the company of men.
- Women are more likely to be arrested for minor offenses, particularly prostitution and shop-lifting/theft.

**Criminal History**

- Violence (particularly murder/manslaughter) by women more commonly happens in the home, while men frequently offend in public.
- Women are more likely to act violently in order to defend themselves against violence from partners that have abused them in the past.
- Many of the crimes committed by women are relational in nature.
**SUMMARY: Girls and Women in the Criminal Justice System**

- The two primary offenses that account for the majority of arrests among girls include **RUNNING AWAY FROM HOME** and **TRUANCY**...

- Females share of arrests is **SMALLEST** for the most **SERIOUS OFFENSES** and **LARGEST** for **PROSTITUTION** ... and **MINOR PROPERTY crimes**...

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**Are there gender differences in the expression of high-risk behaviors?**

**Different developmental trajectories for males and females**...

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**Later onset for girls**...

**Fact**... Only some females fit the early-starting pattern of overt deviance.
Girls engage in more covert behaviors (What to look for…) Achenbach- Longitudinal Study

- Chronic violations at school and home
- Chronic lying
- School grades below expectations
- Substance abuse
- Non-confrontational stealing
- Running away from home overnight
- Medically unexplained somatic complaints
- Increased rates of arrest for nonviolent crimes

Why do so many girls remain invisible…?

1. Not being identified
2. Temperamental and biological factors may not play as central a role as males
3. Relatively speaking girl's aggression and deviance occurs from trauma-
   Anne Campbell (evolutionary psych…women not violent by nature - deep ingrained biological need to protect)

Are there gender differences in the etiology of delinquent behavior?

The Debate:
Are risk factors for males and females the same…
Do risk factors vary for males and females?

Both have difficulties across major life areas:
- Vocational achievement
- Finances
- Housing
- Substance abuse
- Antisocial and criminal companions
- Disruptive family relationships
- Emotional/personal problems

Where the differences are...

DILEMMA—lack of gender-responsive assessment information...

NEW RESEARCH OPPORTUNITIES—
- UC, Pat Van Voorhis (Missouri/Hawaii)
- Orbis Partners, Dave Robinson, Bart Millson, Marilyn Van Dieten (Illinois, New York)

CONFIRMING SOME PRELIMINARY HYPOTHESES—
- Importance of specific factors (weighting) varies
- Nature of factors (description and meaning vary)

Family
Family

- Girls and young women tend to place great value in relationships with their family and friends.
- The majority of women are parents of minor children and have caregiving responsibilities.

Modest and good predictors

- Healthy, pro-social relationships with family members and intimate partner - (supportive, encouraging and have ongoing contact...).
- Attachment during first two years of life; foster-care; relationship with parents???
- Relationship dysfunction and abuse.
- Mother's view of parenting and support received (Stress model... Belsky).

School/Work
Girls and women tend to be poor, undereducated members of minority groups.

Many are struggling to complete high school or have not completed high school.

Many lack marketable skills and an employment history.

Strong Correlates...

- Lack of education
- Lack of employment
- Lack of optimism/planfulness

Peers
Peers

- Connections are an important part of a woman’s life (stress reduction, oxytocin)
- Some women will override their own values and engage in crime when in a relationship
- Female to female violent crime often related to dispute over a relationship
- Complicated relationships between women engaged in prostitution and pimps

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Peers

**Strong correlates...**

- Amount of time spent
- Importance and value attached to the relationship
- (Quality of the relationship and investment in the relationship)

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Community Stability
Housing/Finances/Leisure

- Females still primary caretaker...
- Females still less likely to earn a living wage...
- Less likely to find employment that will permit them to care for children and earn a living wage...

Strong correlates...

- Welfare, eviction experiences, unable to budget and pay bills
- History of homelessness (explore)
- Connection with community and access to resources

Individual
**Substance Abuse**

**Strong Correlate...**

- Some evidence to suggest earlier onset of drug and alcohol use among girls.
- Early onset of alcohol & drug use may impair social, cognitive, & emotional functioning.
- Reason for use – primarily to cope with trauma

**Mental Health**

**Modest to strong correlates**

- Girls more likely to remain undetected
  - Elementary age:
    - Internalizing
    - Greater somatization
  - Adolescence
    - Deliberate self-harm
    - Cognitive deficits
    - Difficult temperament (assess onset: abuse or temperament)
    - Social and interpersonal skills

**Mental Health**

- Women are more likely to receive mental health diagnoses such as depression & to suffer from eating disorders & medical problems
- Women are more likely to attempt suicide and to self-mutilate during incarceration
- Large number of women report a history of child victimization and current abuse
Mental Health

Preliminary results... (LSI-R)

• Emotional/personal scale not correlating... but when we separate out depression and anxiety from psychoses and suicidal behavior then the picture changes

Social/Cognitive Skills

Modest to strong correlates

• Emotional expression – anger, depression, guilt, anxiety
• Problem-solving
• Decision-making
• Consequential thinking
• Interpersonal skills

Attitudes:

Verdict is out...

• What happened to self-esteem?
• Preliminary evidence that female fraud offenders rely on more neutralizations than men
• Evidence to suggest that women tend to be “self-critical” versus “self-protective”- like men
Narratives

Males
- Self-Oriented
- Utilitarian
- Criminal Intent – care of self

Females
- Self-critical
- Other-oriented
- Criminal Intent – taking care of others

1. Level of importance and nature of association may differ for men and women
- Substance abuse (hedonistic versus coping)
- Economic disadvantage (primary caretaker)
- Reliance on income support (primary neutralization)

HOW risk factors vary for males and females

2. Girls and women have unique and different criminogenic needs
- Relationships
- Depression, self-injury and attempted suicide
- Harmful and self-defeating cognitions
- Childhood and adult personal victimization

HOW do risk factors vary for males and females?
Summary – Where are the Differences?

• Expression of criminal behavior
  - Different types of offenses
  - Less overt physical violence

• Etiology of criminal behavior
  - Later onset
  - Important risk factors: finances, employment, quality of relationships and history of victimization

Prediction

We still have limited information for female offenders ... Can we predict with some consistency, accuracy?

The evidence is starting to trickle in...

Protective Factors

There is another research stream that can guide treatment practices with girls and women
Examples of the 40 Assets

- Positive Family Experience
- Support from Adults in the Community
- Community Values
- Positive Peer Influences
- Creative Activities - Leisure
- Caring School Environment
- School Engagement
- Planning/Decision-Making

Protective Factors Research

<table>
<thead>
<tr>
<th>Problems</th>
<th>0-10 Assets</th>
<th>11-20 Assets</th>
<th>21-30 Assets</th>
<th>31-40 Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Alcohol Use</td>
<td>53%</td>
<td>30%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Illicit Drug Use</td>
<td>42%</td>
<td>19%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>33%</td>
<td>21%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Violence</td>
<td>61%</td>
<td>35%</td>
<td>16%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Search Institute Survey

Assessing the Needs of Girls and Young Women
Assessment is the First Step...
Discovery, motivation, set goals, review and monitor progress...

Before          During          Follow-up

Core Element #1

Engage & Assess
... what should the process look and feel like?

What approach should I use...?

- Begin with mutual purpose...
- Be EMPATHIC
- Move from listless static assessment of facts or CHECKLIST...
- to Intentional Interviewing - curious, interested question - asking, personal inquiry, TELL ME YOUR STORY...
CORE ELEMENT #2:

ENHANCE MOTIVATION

"Some women wait for something / to change
and nothing / does change / so they change / themselves."

Audre Lorde, "Stations" Our Dead Behind Us (1986)...

Anticipated OUTCOMES:

- ELICIT...desires, attainable, rewards, needs...
  and move to COMMITMENT (Intrinsic Motivation)

- IDENTIFY PERSONAL GOALS...

What is MI?

Person-centered, directive method
for enhancing intrinsic motivation to change...

Origin NOT theory but intuitive clinical practice...

... you will feel comfortable with the concepts...
The Spirit of MI:
MI is not a technique, but more a style, a facilitative way of being with people. MI should feel like a smooth dance rather than an altercation.

The Spirit of MI:
The North Wind and the Sun (Aesop’s Fables)

MOTIVATIONAL INTERVIEWING
Developmental History
Carl Rogers: Empathic understanding and radical acceptance
Bem: Self-perception theory-DARN talk reinforced by practitioner
Festinger: Cognitive dissonance
**MOTIVATIONAL INTERVIEWING**

- Prochaska and DiClemente - Stages of change
  - Rollnick: Ambivalence
  - Desire... Ability... Reason... Need... COMMITMENT

**What promotes behavior change?**

... elicit and reinforce change talk NOT resistance talk...

**Change Cycle**

Prochaska & DiClemente 1982

- Pre-contemplation
  - contemplation
  - preparation
  - action
  - maintenance
  - relapse
“Stage Matched Intervention”

...Phase 1 - elicit change talk and set agenda
...Phase 2 - confirm agenda and build efficacy

Three Brief Intervention Strategies

Enhance Intrinsic Motivation

Feedback
Practitioner summarizes strengths and challenges from assessment

Prioritize
Woman chooses the priority target from the various challenges presented during feedback

Personal Goal
Work collaboratively to identify one or more personal goals

Giving Feedback

Exercise: Review Case
• Identify strengths
• Identify challenges
CORE ELEMENT #3: IMPLEMENT THE CASE PLAN

Change = Attention to three hierarchical components...
- Survival
- Stabilization
- Self-Sufficiency...Life Satisfaction

Women's Prison Association

Prioritize

Ask her where she would like to begin...

Personal Goal

Explore
- costs
- benefits
- barriers
- exceptions
CORE ELEMENT #3: IMPLEMENT THE CASE PLAN

“I do not want to die … until I have faithfully made the most of my talent and cultivated the seed that was placed in me until the last small twig has grown.”


Core Element #3: Implement the Case Plan...

Anticipated OUTCOMES:
> change in desired direction
> increase in personal and social resources to achieve goals...

Work on GOALS...

Change = attention to appropriate targets...

COMMUNITY STABILITY
PERSONAL
FAMILY/SOCIAL
“What families have in common the world around is that they are the place where people learn who they are and how to be that way.”
Jean Ildey Clarke, Self Esteem (1978)

VOCATIONAL
Change should occur at three levels...

1. **Self-directed** (began to develop interests and self-efficacy)
2. **Formal Supports** (professional programming)
3. **Informal Social Support** (family, friends...children)

**Innovative but not effective**

- One-size fits all
- Unstructured groups that lack clearly defined outcomes - "Giggling Bellies"
- Unstructured groups that focus exclusively on relationships rather than healthy relationships...

**Innovative but not effective**

- **ALUMNI concept taken too far.**
  "You can’t survive without us... there is no life beyond this program..."
Historically, focus has been on those who are unsuccessful…

“There is more research available on the obstacles and barriers faced by girls and young women than discussions about what is working.”

Judith Berman (CEPP)

If we pose the research question differently…

…Judith Berman (CEPP)

and focus on those who are successful we find some very interesting results...

Beth Ritchie

If we provide effective, targeted services …

• Enrollment in educational programs.
• Participation in job training.
• Job income- earning a living wage.
• Address physical problems related to drug or alcohol.
• Having a child at home.
..then we can impact outcome in the right direction.

- Having health insurance.
- Access to reunification services and parent counseling.
- Participation in appropriate treatment services- hook in before leaving and women more likely to reconnect..

Innovations in Treatment

- Mentoring Programs
- Circles of Support
- Relational Therapy
  - Women in Recovery
- Cognitive-Behavioral Programs
  - Moving On (Marilyn Van Dieten)
  - Circles of Change
  - Seeking Safety (Lisa Najavits)

Common Factors

...Client (40% personal strengths and talents)

...Relationship (30% perceived empathy and warmth)

...Expectancy (15% client optimism)

...Model/technique (15% theoretical orientation and approach used)
CORE ELEMENT #4: REVIEW PROGRESS

“To tend, unfailingly, unflinchingly, towards a goal, is the secret of success.”

Anticipated OUTCOMES:
- Reductions in criminal behavior
- Success under supervision
- Decrease in dynamic risk
- Increase in protective factors
- Client-Directed Outcomes

Review ACHIEVEMENTS...

The Process

- Reinforce commitment to change
- Review goals and remove obstacles
- View “recurrence” as a teachable moment
- Build new connections...
EVERY MEETING...

- Review and update progress
- Reinforce successes
- Introduce problem-solving strategies
- Develop maintenance plans

Affirmations...

- Create a list of affirmations (DARN-C as well as actual behavioral successes)
- Write them up and give to the girls the next time...

Promising Practices

- QA Strategies
  - staff training
  - audits
  - performance outcomes
- Evaluate Program Effectiveness