

# Working with Girls...Gender Responsive Case Management

Marilyn Van Dieten, Ph.D.  
Orbis Partners, Inc.  
Nov. 1, 2006



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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



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## 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. "*



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## 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"

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## 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

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## Delivering the Model ...

*Seamless, Timeless...*

The model can begin at any phase:

- Institution
- Release
- Community Supervision
- After-Care

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## The PROCESS- Four Core Elements

ELEMENT 1: Engage and Assess

ELEMENT 2: Enhance Motivation

ELEMENT 3: Implement the Case Plan

ELEMENT 4: Review Progress



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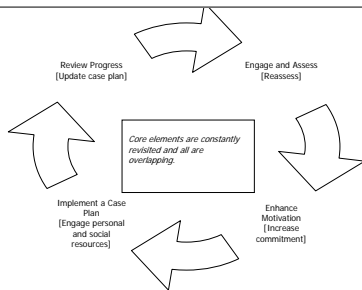
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## What does the PROCESS look like?



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## CORE ELEMENT #1:

**ENGAGE AND ASSESS**  
*(Discovery...)*



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## 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...

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## 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

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## 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

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## 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



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## Core Element #1

### *Engage & Assess*

*... What are the targets?*

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## Can we predict high-risk behavior?

### *Developmental Pathways for Boys*

- Primary Pathway...early onset
- Secondary Pathway... later onset



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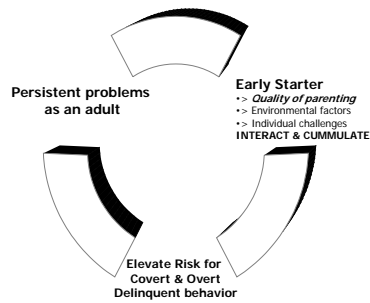
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## Developmental Theory- Primary Path




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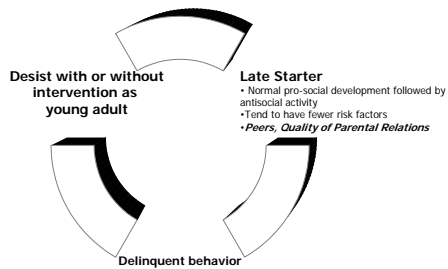
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## Developmental Theory- Secondary Path




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## 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.*)

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**Fact:**

"Girls present with complex and multiple needs..."

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



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**Fact:**

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

*Historically girls were invisible...or marginalized*



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**Girls... Discovered**

Pioneering Work

Meda Chesney-Lind



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## 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 lot's of happy, fat women..."*

© 2011

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## 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 Wannabes: 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)

© 2011

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## 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

© 2011

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## WHAT Do We Know About Girls & Women?

### Developmental Theory...

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## What do we know about girls and women...

- Communication
- Connection
- Emotional Sensitivity
- Responsiveness

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

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## 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...

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## Development... First 3 Months – to Two Years

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...



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## Development... 2.5 Years to Puberty

The quiet years...no major hormonal surges.

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



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## 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*



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## Aggression

Reliable gender differences in aggression appear as early as 3 years of age

(Maccoby, 1998; Achenbach, Howell, Quay and Conner's (1991).

But why???

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## 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...

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## Gender Differences- Social Development

Age 3-6

Boys	Girls
Age 5 – casual friends; joint activities;	Age 5 – more intimate/close friendships
Age 6- 75% of time spent in collaborative group process	Age 6- 15% of time spent in collaborative group process
AGENDA- Group Enterprise	AGENDA- Friendship

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## Social Development & Aggression

Grade school and into adolescence

Boys	Girls
Confrontational aggression decreases markedly by adolescence	Non-confrontational aggression continues (>intimacy=>knowledge=>Vulnerability)
Consequence: Loss of status, rejection	Consequence: Remain anonymous

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## Development... Adolescence

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

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

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## 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...

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**WHAT Do  
We Know  
About  
Females in  
the Criminal  
Justice  
System?**

**The etiology of  
high-risk  
behavior...**

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

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**FACT...**

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

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## 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.

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## 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

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## 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.

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### 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.



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### 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

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### 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)

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### Are there gender differences in the etiology of delinquent behavior?

**THE DEBATE:**

**Are risk factors for males and females the same...**

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## 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

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## 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)

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# Family

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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 care-giving** responsibilities.

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Family

**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).

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School/  
Work

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## Employment/Education

- 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.



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## Employment/Education

### Strong Correlates...

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



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# Peers



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## 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**



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## 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...



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## Housing/Finances/Leisure

### Strong correlates...

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



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# Individual



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## 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



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## 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



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## 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



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## 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



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## Social/Cognitive Skills

### Modest to strong correlates

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



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## 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



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Narratives

Males

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

Females

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

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HOW risk factors vary for males and females

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)

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HOW do 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

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## 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



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## Prediction

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

The evidence is starting to trickle in...



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## *Protective Factors*

There is a another research stream that can guide treatment practices with girls and women



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## Protective Factors – Search Institute

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

### Prevention

Inhibits high risk behaviors

### Resiliency

Helps rebound to adversity

Onix

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## Protective Factors Research

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

Search Institute Survey

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## Assessing the Needs of Girls and Young Women

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## Assessment is the First Step...

Discovery, motivation, set goals, review and monitor progress...

Before

During

Follow-up

The diagram illustrates the assessment process across three stages: Before, During, and Follow-up. A person is shown carrying a long bar with weights, representing the assessment process. The bar is divided into three sections, each corresponding to one of the stages. The person is shown in a crouched position, holding the bar, suggesting a focus on the 'Before' stage. The bar is labeled 'Before', 'During', and 'Follow-up'.

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## Core Element #1

### *Engage & Assess*

*... what should the process look and feel like?*

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## 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...

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## 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)...



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## Core Element #2: Enhance Motivation

Anticipated OUTCOMES:

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

IDENTIFY PERSONAL GOALS...



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## 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...



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*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.*




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*The Spirit of MI:*

The North Wind and the Sun  
(Aesop's Fables)




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**MOTIVATIONAL INTERVIEWING**

- ☐ Developmental History
- ☐ Carl Rogers: Empathic understanding and radical acceptance

Bem: Self-perception theory-  
DARN talk reinforced by practitioner  
Desire, Ability, Reasons, Need = COMMITMENT = change!

Festinger: Cognitive dissonance

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MOTIVATIONAL INTERVIEWING

Prochaska and DiClemente- Stages of change

Rollnick: Ambivalence

Desire... Ability... Reason... Need... COMMITMENT

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What promotes behavior change?

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

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Change Cycle

Prochaska & Diclemente 1982

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"Stage Matched Intervention"

...Phase 1- elicit change talk and set agenda

...Phase 2 – confirm agenda and build efficacy

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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

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Giving Feedback

Exercise: Review Case

- Identify strengths
- Identify challenges

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Change = Attention to three hierarchical components...

- Survival
- Stabilization
- Self-Sufficiency...Life Satisfaction

Women's Prison Association

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Prioritize

Ask her where she would like to begin...

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Personal Goal

Explore

- costs
- benefits
- barriers
- exceptions

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## 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."*

Kathe Kollwitz (1915), in Hans Kollwitz, ed., *The Diaries and Letters of Kathe Kollwitz* (1955)...



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## 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...*



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## 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 Illsley Clarke, *Self Esteem* (1978)

### VOCATIONAL



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## 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)



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## 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...



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## Innovative but not effective

- ALUMNI concept taken too far.  
*“You can’t survive without us... there is no life beyond this program...”*



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### 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)



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### If we pose the research question differently...

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

Beth Ritchie



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### 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.



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**...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...



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## Innovations in Treatment

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



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## 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)



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## CORE ELEMENT #4: REVIEW PROGRESS

*"To tend, unfailingly, unflinchingly, towards a goal, is the secret of success."*  
Anna Pavlova, "Pages of My Life," in A.H. Franks, ed., *Pavlova* (1956)



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## CORE ELEMENT #4 REVIEW PROGRESS...

### Anticipated OUTCOMES:

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

Review ACHIEVEMENTS...



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## The Process

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



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EVERY MEETING...

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

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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...

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Promising Practices

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

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