

THE EARLY
SCHOOL
DISENGAGEMENT
TO PRISON
PIPELINE:
UNDERSTANDING
YOUTH
OFFENDING

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**I live and work on the unceded lands of the
Wurundjeri Woi Wurrung people of the Kulin
nation, and extend my respect to elders past
and present, and any First Nations people in the
room today.**

ABOUT ME

Clinical and forensic psychologist, board approved supervisor, and author .

I am employed as a senior psychologist in public forensic mental health and work with perpetrators of harmful and offending behaviours (ages 18+) to assess risk and provide treatment to reduce the risk they pose to others .

Expertise in stalking, sex offending, intimate partner violence, arson, threatening behaviours and general violence .

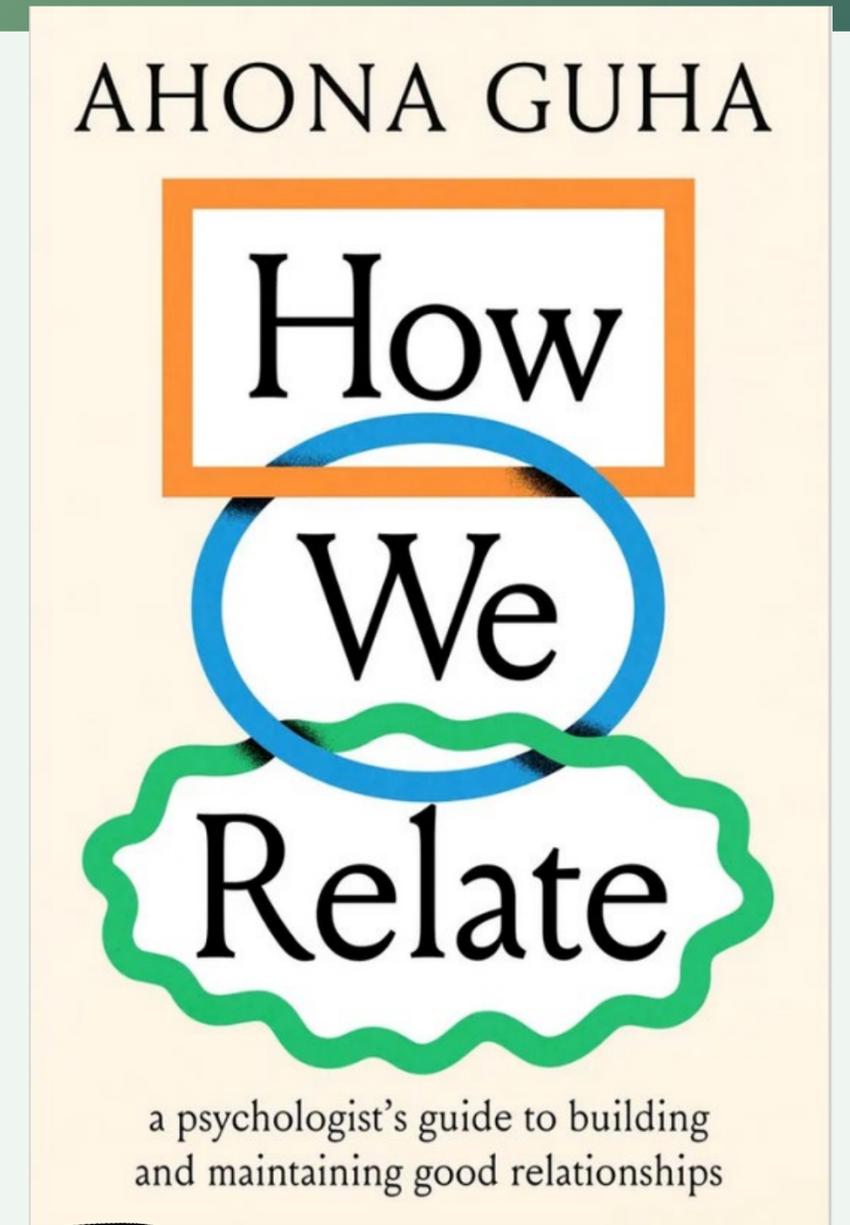
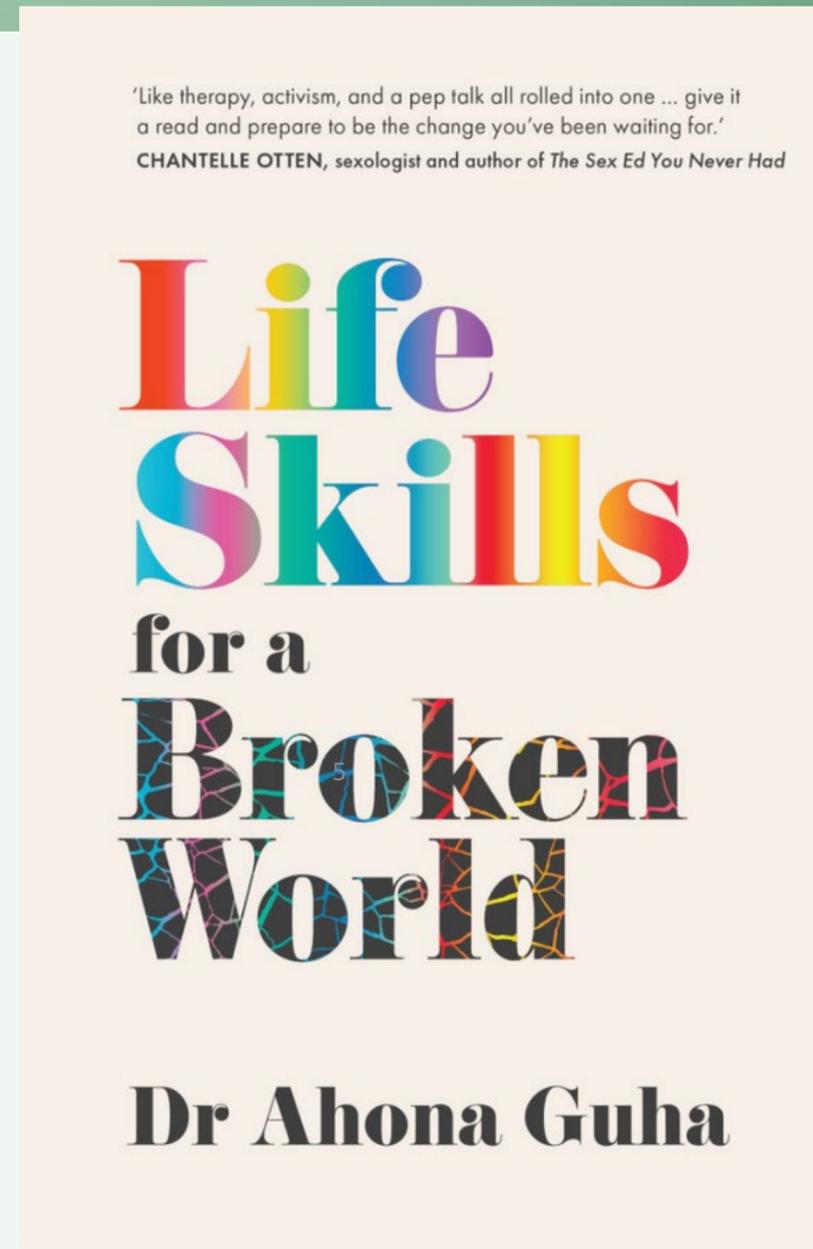
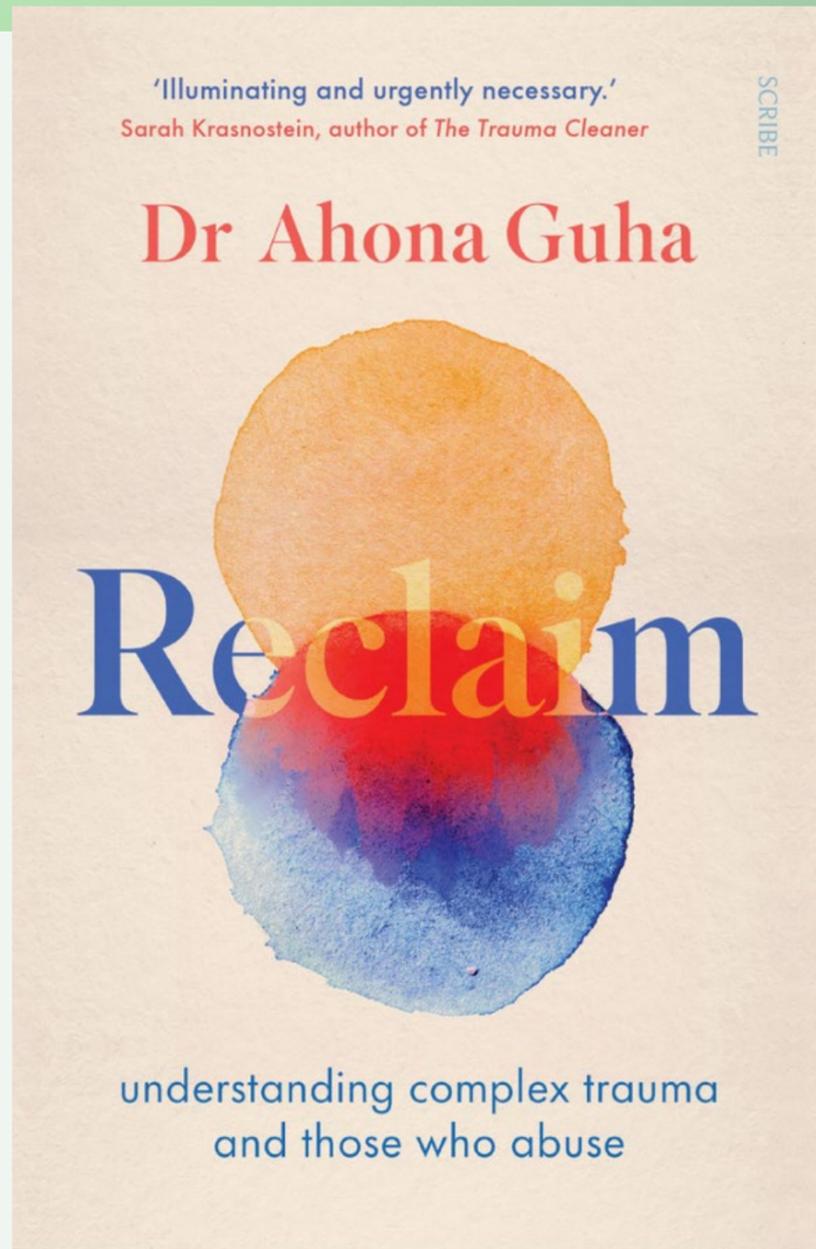
I also work in private practice with victims of abuse and trauma, and clients with a range of other difficulties — such as anxiety, depression, perfectionism, burn -out, and relationship problems .

Trained in EMDR, CBT, DBT, ACT, CPT and schema therapy .

I provide supervision, training and consultation to health professionals, as well as consultations around risk management to a range of organisations and private individuals (e.g ., university Safer Communities Teams) .

YOUTH OFFENDING WORK

- Work with offenders in the young adult cohort (18 -25) to provide assessment and treatment to those who are engaging in high -risk interpersonal behaviours .
- Prior experience working in DFV ; with child → parent violence and intimate partner violence .
- Residential care worker — many of these clients are now in the forensic system (i.e., the crossover kids).



April



CORE LEARNING OBJECTIVES

- An understanding of key principles in forensic psychology (e.g., what even is risk assessment?!) and the risk factors for youth offending
- An understanding of youth offending and pathways which lead to antisocial behaviour in youth
- An understanding of the risk factors for youth offending, including school disengagement
- An overview of current treatment and intervention approaches when working with young offenders

WHAT IS FORENSIC PSYCHOLOGY? (I.E., WHY IS A FORENSIC PSYCHOLOGIST LECTURING US? GET HER OFF STAGE!)

Forensic psychologists work at the interface of the legal and mental health systems .

- Civil (e.g ., family court, medical negligence, injury)
- Criminal (what we are talking about today . i.e ., offending, risk assessments, treatment) .

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Most offending will have it's seeds in childhood, and certain childhood/adolescent experiences are risk factors for offending .

Some early offending becomes life course persistent, and early identification and intervention is essential .

KEY FORENSIC TERMS

RISK ASSESSMENT

A systematic evaluation of an individual's likelihood of engaging in future dangerous/violent/harmful behaviours. We cannot *predict* whether an individual will reoffend, but can usually only determine whether someone is at moderate (i.e., average), low (lower than average) or high (higher than average) risk of re-offending.

Base rates are important! 41 -44 % approximately for general offending, much lower for specialised types of offending.

We utilise structured professional judgement tools (i.e., theoretically based, empirically validated) and actuarial (statistical) tools to assess the presence and absence of a range of static (unchangeable) and dynamic (changeable) risk factors, to determine risk levels, consider risk scenarios (i.e., what? when? how? who?), and determine treatment/management targets.

Andrews, D.A., & Bonta, J. (2014). The psychology of criminal conduct. Routledge.

Lussier, P., McCuish, E., Chouinard Thivierge, S., & Frechette, J. (2024). A meta-analysis of trends in general, sexual, and violent recidivism among youth with histories of sex offending. *Trauma, Violence, & Abuse*, 25 (1), 54 -72.

Structured professional judgement tools for use with youth include :

- Youth Level of Service/Case Management Inventory (YLS/CMI) . Based on the Risk -Needs -Responsivity (RNR) model, this tool is the primary choice for general probation and correctional planning . It focuses on identifying "criminogenic needs" —dynamic factors that can be changed through treatment .
- Structured Assessment of Violence Risk in Youth (SAVRY) . Used for assessing violence risk specifically . It follows a Structured Professional Judgment (SPJ) model .
- Psychopathy Checklist : Youth Version (PCL :YV) . An adaptation of the adult PCL -R, this tool is used to assess interpersonal and behavioural traits associated with psychopathy .
- Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR) . The ERASOR is the most widely utilised Structured Professional Judgment (SPJ) tool for this population . It is designed for males aged 12 – 18 .

RISK FACTOR

A risk factor is a specific characteristic, variable, or circumstance associated with an individual that increases the statistical probability of them engaging in a negative outcome (e.g., recidivism).

Also sometimes called criminogenic needs (i.e., changeable risk factors).

Can be divided into static/dynamic, acute/stable, proximal/distal.

- Essentially – is this changeable or historical?
- Is it chronologically adjacent to the ¹⁰offending, and a driver or offending, or more distal?

Andrews, D. A., & Bonta, J. (2014). The psychology of criminal conduct. Routledge.

RISK NEED RESPONSIVITY MODEL

Framework in forensic psychology used to guide decision making.

Risk — needs to be assessed using validated tools (no unstructured clinical decision making — this is no better than chance).

Risk should be matched with treatment. Higher risk = more treatment.

Needs — treatment should target criminogenic needs, must be specific.

Responsivity — pay attention to factors which may impact how someone responds to treatment (e.g., culture, neurodivergence).

*Andrews, D. A., & Bonta, J. (2014). The psychology of criminal conduct .
Routledge .*

Bringing this together:

- Understanding risk in the criminal justice sphere involves an understanding of the theoretical models of offending (e.g., social learning theory) and theoretical models underpinning types of offending, risk factors which are associated with offending, and the use of specific risk assessment measures.
- We cannot predict who will re-offend, but we can identify people at higher risk and determine risk scenarios and risk influencing targets to manage/treat.
- When programs adhere to all three RNR principles, reoffending rates can drop by up to 35% in community settings¹², whereas programs that ignore these principles (such as "Scared Straight" programs, moral reconnection therapy) will often fail or even make things worse.

Andrews, D. A., & Bonta, J. (2010). Rehabilitating criminal justice policy and practice. Psychology, Public Policy, and Law, 16(1), 39.

YOUTH OFFENDING



Victoria Police charge two teenage boys with murder after woman's death in Abbotsford

Crime

Fri 7 Apr 2023

Teen accused of Vyleen White's murder committed to stand trial in Childrens Court in Ipswich

By Tobi Loftus

Courts

Fri 14 Mar

Legal Articles

Home » Six teenagers charged with murder and the age of criminal responsibility in Australia

Six Teenagers Charged With Murder And The Age Of Criminal Responsibility In Australia

Teen accused over fatal stabbing in Melbourne had history of offending, court hears

By investigative ¹⁴reporter Jessica Longbottom

Crime

Sat 1 Oct

Three teenagers arrested following Hampton Park home invasion that left 75-year-old man with injuries

Police

Fri 16 Jan

The youth crime crisis?!

But...

Victoria

The forensic psychiatrist working with young offenders: 'when you know their origins, you wonder how they've survived at all'

Adam Deacon's early-intervention program, which has received \$27m in government funding, seeks to prevent offending by understanding the child behind the behaviour

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5h ago



YOUTH OFFENDING: SOME KEY CONCEPTS

- We view youth offending through an integrative lens; developmental (including biological), psychological, and social lens.
 - Adolescents are different to adults in key domains; brain development and functioning, increased risk -taking as a normative action, impacts of ACEs, influences of peer groups, capacity (i.e., doli incapax), impacts of family, impacts of upstream social determinants, and cognitive/moral development.

YOUTH OFFENDING: SOME KEY CONCEPTS

- There is a difference between adolescence **- limited** offending, and life course persistent offending. The latter group is of greater concern.
- Adolescence limited offending behaviour **is linked** to the maturity gap, and is adjustable and (to some extent) normative. Temporary, and situational.
- Life course persistent antisocial behaviour **often** commences in childhood (i.e., childhood onset), and we see neuropsychological issues ¹⁷ X criminogenic environments = personality pathology characterised by antisociality.
 - Timing and duration.

YOUTH OFFENDING: SOME KEY CONCEPTS

- **Adolescence limited offending** — causes are often proximal (near), such as substance use or peers, time -limited, and anomalous behaviours.
- **Relatively common, typically lower -tariff offences, peaks in late adolescence, stops as individuals approach adulthood.**

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Moffitt, T. E. (2017). Adolescence -limited and life -course -persistent antisocial behavior: A developmental taxonomy. Biosocial theories of crime, 69 -96.
<https://aifs.gov.au/all-research/research-reports/patterns-and-precursors-adolescent-antisocial-behaviour>

YOUTH OFFENDING: THE AGE CRIME CURVE

- The age – crime curve is a well -established criminological concept describing the relationship between age and the frequency of criminal or antisocial behaviour.
- It shows a rapid increase in offending during early adolescence, a peak in mid -to -late adolescence (typically around ages 15 – 19), followed by a steady decline in adulthood.
- The pattern is observed across different societies, historical periods, and types of crime, although the height and timing of the peak may vary.
- It reflects both developmental factors (e.g. impulsivity, peer influence, identity formation) and social transitions (e.g. school engagement, employment, family formation) that influence offending over the life course.

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Moffitt, T. E. (2017). Adolescence -limited and life -course -persistent antisocial behavior: A developmental taxonomy. Biosocial theories of crime, 69 -96.

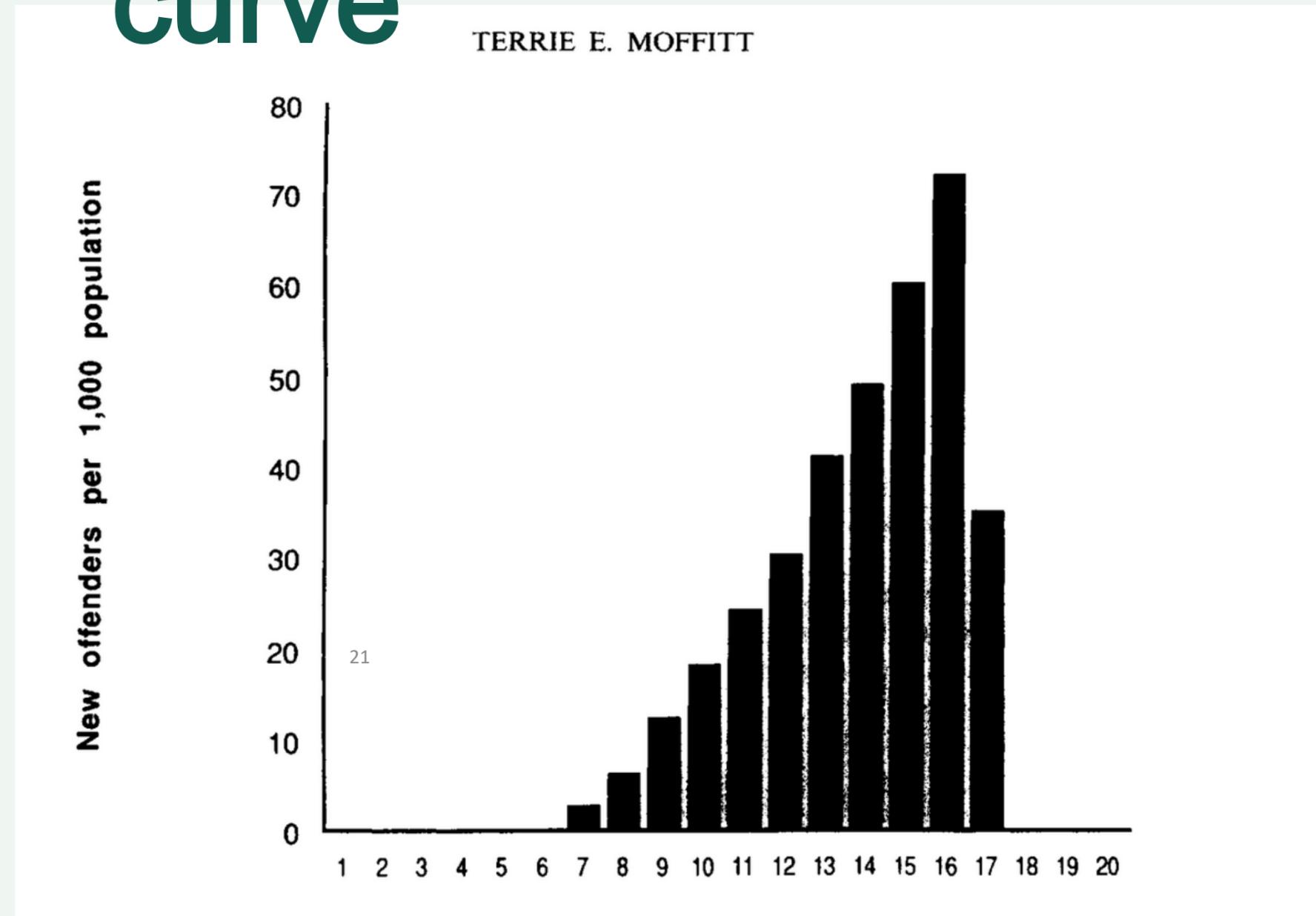
Age crime



Figure 1. Age-specific arrest rates for United States Federal Bureau of Investigation's (FBI) index offenses in 1980. (Index offenses include homicide, forcible rape, robbery, aggravated assault, burglary, larceny, and auto theft. From "Criminal Career Research: Its Value for Criminology" by A. Blumstein, J. Cohen, and D. P. Farrington, 1988, *Criminology*, 26, p. 11. Copyright 1988 by the American Society of Criminology. Adapted by permission.)

Age crime curve

Adding in the earlier years (i.e., non arrest data as arrest data is often suppressed for children), we note the childhood onset incline.



YOUTH OFFENDING: SOME KEY CONCEPTS

- LIFE COURSE PERSISTENT OFFENDING IS MUCH LESS COMMON THAN AL ONLY AND USUALLY INVOLVES A PATTERN OF PROTRACTED, CHRONIC OFFENDING AND ESCALATION, INCLUDING MORE VIOLENT ACTS.

- Life course persistent offending is often differentiated from AL offending by onset predictors ²² childhood

Moffitt, T. E. (2017). Adolescence -limited and life -course -persistent antisocial behavior: A developmental taxonomy. Biosocial theories of crime, 69 -96.

Moffitt, T. E., & Caspi, A. (2001). Childhood predictors differentiate life -course persistent and adolescence -limited antisocial pathways among males and females. Development and psychopathology, 13(2), 355 -375.

[https:// aifs.gov.au /all -research/research -reports/patterns -and -precursors -adolescent -antisocial -behaviour](https://aifs.gov.au/all-research/research-reports/patterns-and-precursors-adolescent-antisocial-behaviour)

THE AUSTRALIAN TEMPERAMENT PROJECT

- The Australian Temperament Project (ATP) is a large scale, longitudinal study that has, to date, followed Victorian children from infancy to 17 - 18 years of age. The initial sample comprised 2443 infants (aged 4 - 8 months) and their parents, who were representative of the Victorian population at that time (1983). In total, twelve waves of data have been collected, via annual or biennial mail surveys.

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<https://aifs.gov.au/all-research/research-reports/patterns-and-precursors-adolescent-antisocial-behaviour>

THE AUSTRALIAN TEMPERAMENT PROJECT

Frequency of antisocial acts across adolescence (13 – 18 years)

- Antisocial behaviour was relatively common overall during adolescence.
 - Property offences (e.g. theft, vandalism): ~10 – 20% across ages.
 - Substance use increased with age:
 - Authority conflict and violence were generally uncommon, except:
 - Skipping school: up to 43% at 17 – 18 years.
 - Physical fighting: peaked at 34% at 13 – 14 years.
 - Criminal justice involvement was limited:
 - ~10% had police contact.
 - Very few were charged (2 – 3%), appeared in court (~1%), or convicted (<1%).

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(DATA SUMMARISED USING AI)

<https://aifs.gov.au/all-research/research-reports/patterns-and-precursors-adolescent-antisocial-behaviour>

THE AUSTRALIAN TEMPERAMENT PROJECT

Patterns of antisocial behaviour over time

- Three developmental groups identified:
 - Low/non antisocial (n=844): little or no antisocial behaviour across time.
 - Experimental (n=88): high antisocial behaviour at one timepoint only.
 - Persistent (n=131): high antisocial behaviour at two or more timepoints, including age 17 – 18.
- An additional 103 participants did not fit these patterns.

²⁵
(DATA SUMMARISED USING AI)

<https://aifs.gov.au/all-research/research-reports/patterns-and-precursors-adolescent-antisocial-behaviour>

THE AUSTRALIAN TEMPERAMENT PROJECT

Predictors across development

- No group differences evident in infancy or early childhood.
- Differences first emerged at 5 – 6 years (early primary school).
- Persistent group showed consistent problems from early childhood onwards, including:
 - Aggression, hyperactivity, acting out, poor attention.
- Low self -control, poor cooperation, and weaker parent – child relationships.
 - Greater association with antisocial peers.
- Experimental group diverged from low/non antisocial group in early adolescence²⁶.
 - During adolescence, both antisocial groups showed difficulties in:
 - School progress, risk -taking, coping styles, and family relationships.
- By late adolescence, the experimental group became more similar to the low/non antisocial group.

(DATA SUMMARISED USING AI)

THE AUSTRALIAN TEMPERAMENT PROJECT

Predictors across development

- Strongest group differences involved:
 - Temperament (negativity, volatility, low persistence).
 - Behaviour problems (aggression, hyperactivity, acting out).
 - Large differences also found in:
 - Social competence and peer associations.
 - School adjustment, coping styles, and risk **-taking.**
 - Smaller but significant differences in:
 - Family structure, parenting practices, and family relationships.²⁷
 - Gender differences in predictors
 - Overall pattern of predictors was similar for males and females.
- When analysed separately by gender, early primary school differences were fewer, but developmental trends remained consistent.

(DATA SUMMARISED USING AI)

THE AUSTRALIAN TEMPERAMENT PROJECT

Predictors across development

- The existence of friendships with other antisocial youth was one of the most powerful risk factors for both persistent and experimental antisocial behaviour.
- The low/non antisocial group members were more attached to their peers (had greater trust and communication), and more frequently interacted with peers in a structured setting (for example, while playing sport). The two antisocial groups, on the other hand, appeared to spend more time with peers, but their time together was more likely to be²⁸ unstructured.

THE AUSTRALIAN TEMPERAMENT PROJECT

Predictors across development

- Within -family processes, (for example, the parent -child relationship, the degree of warmth and conflict in this relationship, alienation from parents, family cohesion, and marital conflict and breakdown) were important contributors to group differences. Parenting style was also important, with parents of antisocial youth more prone to use lower supervision, less warmth and more harsh discipline.
- In general, family environment factors were less powerful in impact than individual child characteristics.²⁹

THE AUSTRALIAN TEMPERAMENT PROJECT

Predictors across development

- Clear group differences in school adjustment and school bonding were evident during the secondary school years.
 - Both the persistent and experimental groups were observed to have more difficulties adjusting to school, and to exhibit lower levels of attachment to school, than those in the low/non antisocial group.
- The manner in which an individual adapts to the school environment, the way in which the school accommodates the child's individual characteristics and needs, and adolescents' attitudes about schooling, ³⁰ are important predictors of adolescent antisocial behaviour

LET'S TALK RISK FACTORS: AN UMBRELLA REVIEW

- 58 distinct factors across various levels of a youth's life (individual, family, social, and community). 11 factors were found to have the strongest (suggestive or highly suggestive) evidence of a relationship with youth crime.

- Evidence of association was highly suggestive for:
 - substance use (odds ratio [OR] = 2.29, 95%CI 1.58 – 3.01)
 - previous history of crime (OR = 2.03, 95%CI 1.62 – 2.45)
 - moral development (OR = 3.98, 95%CI 3.57 – 4.39)
 - psychopathology (OR = 2.22, 95%CI 1.40 – 2.69)
 - adverse childhood experiences (OR = 1.37, 95%CI = 1.36 – 1.38)
 - poor parental supervision (OR = 1.85³¹, 95%CI 1.83 – 1.87)
 - maltreatment or neglect (OR = 1.34, 95%CI 1.08 – 1.65)
 - poor attachment (OR = 1.94; 95%CI 1.93 – 1.95)
 - school bullying (OR = 2.50; 95%CI 2.03 – 3.08);
 - And suggestive for
 - peer pressure (OR = 2.11, 95%CI 2.06 – 2.16)
 - supportive school environments (OR = 0.56; 95%CI 0.55 – 0.57).

LET'S TALK RISK FACTORS

- The review also emphasizes factors that can buffer against the risk of criminality:
 - Moral Development: High levels of moral reasoning and development were strongly associated with lower rates of crime (OR = 3.98).
 - Academic Achievement: Success and engagement in school act as significant deterrents.
 - Positive Parental Relationships: Strong emotional bonds with parents or guardians.

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*Ayano, G., Rooney, R., Pollard, C. M., Dantas, J. A., Lobo, R.,
An umbrella review of systematic reviews and meta*

*Jeemi , Z., ... & Alati, R. (2024). Risk and protective factors of youth crime:
-analyses. Clinical Psychology Review, 113, 102479.*

RISK FACTORS: ADOLESCENT FAMILY VIOLENCE

- A large, population-based sample of police data from Victoria, Australia, the researchers compared three distinct age groups: Early Adolescents (10 – 14), Late Adolescents (15 – 19), and Young Adults (20 – 24)
- Young people who used family violence were typically male, disproportionately from lowest socioeconomic quintile, and a significant minority experienced mental health issues. Substance abuse and unemployment/school truancy were increasingly prevalent among those in late adolescence and young adulthood, while accessibility needs, and childhood victimisation were highest among those in early adolescence.
 - Child-to-parent abuse was highest among those in early and late adolescence, while intimate partner abuse was highest among those in young adulthood.
- For many, youth-to-parent violence is a precursor to future intimate partner violence

Sheed, A., McEwan, T., Simmons, M., Spivak, B., & Papalia, N. (2024). Characteristics of young people who use family violence in adolescence and young adulthood: An age-based analysis. Journal of Family Violence, 39(5), 849-860.

SCHOOL REFUSAL



SCHOOL REFUSAL: A SUMMARY OF THE RESEARCH

- Research demonstrates that lack of engagement with education/employment is a risk factor for most forms of adult and adolescent offending. An established risk factor on many risk assessment tools (both SPJ and actuarial).
- In youth, childhood onset behaviours often indicate life course persistent offending vs adolescence limited offending.
- Some of these childhood onset behaviours impact on school engagement (e.g., aggression, hyperactivity, acting out, poor attention, low self cooperation. -control, poor
- Adolescent offending is associated with key school related factors including truancy, social competence, school adjustment.

SCHOOL REFUSAL: A SUMMARY OF OUR KNOWLEDGE

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- Some of these childhood onset behaviours impact on school engagement (e.g., aggression, hyperactivity, acting out, poor attention, low self cooperation. -control, poor
- Adolescent offending is associated with key school related factors including truancy, social competence, school adjustment.

SCHOOL DISENGAGEMENT AND OFFENDING

- Longitudinal evidence shows that higher levels of school disengagement (e.g., absenteeism, low participation) are associated with increased delinquency and substance use across adolescence and into early adulthood, even after controlling for background risk factors.
- Truancy in early adolescence is linked to later crime and adjustment problems
 - Disengagement mediates other risk factors for delinquency
 - In dropout samples, school disengagement mediates the effect of adverse childhood experiences on delinquency, indicating that disengaged youth with early adversity are particularly at risk.
 - Active engagement is protective against delinquency onset
 - Greater behavioural and emotional engagement (e.g., participation, attachment to school) significantly reduces the risk of initiating delinquent acts and substance use during adolescence.
 - Engagement and misconduct influence each other over time
 - Lower engagement predicts increases in problem behaviour, and greater misconduct relates to declining engagement. Lower behavioural and emotional engagement and greater problem behaviours predicted greater likelihood of dropping out of school.

SCHOOL DISENGAGEMENT AND OFFENDING: THE RESEARCH

- Henry, K. L., Knight, K. E., & Thornberry, T. P. (2009). School disengagement as a predictor of dropout, delinquency, and problem substance use. Rochester Youth Development Study.
- Rocque, M., Jennings, W. G., Piquero, A. R., Ozkan, T., & Farrington, D. P. (2017). The importance of school attendance: truancy and crime outcomes. *Crime & Delinquency*, 63(5), 592 –612.
- Bae, Sung Man (2020). School disengagement and delinquency in adolescents who dropout. *Frontiers in Psychology*, 11, 2096.
- Li, Y., Zhang, W., Liu, J., Arbeit, M. R., Schwartz, S. J., Bowers, E. P., & Lerner, R. M. (2011). The role of school engagement in preventing adolescent delinquency and substance use: A survival analysis. *Journal of Adolescence*, 34(6), 1181 - 1192.
 - Wang, M. T., & Fredricks, J. A. (2014).³⁸ The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child development*, 85(2), 722 - 737..

SCHOOL DISENGAGEMENT AND OFFENDING: PATHWAYS

Social control (bond theory, people refrain from crime due to bonds to society)

- Which bonds weaken when a child disengages from school? Teachers, prosocial peers, later employment networks.
 - Involvement with school and time commitments
 - Commitment to the future (i.e., nothing left to lose)

SCHOOL DISENGAGEMENT AND OFFENDING: PATHWAYS

Labelling theory/school to prison pipeline

- A socio-political model rather than a purely psychological one. It argues that school policies themselves — specifically Zero Tolerance policies — actively push disengaged youth into the criminal justice system.
- Exclusionary Discipline: Suspensions and expulsions remove the student from a supervised environment
- Criminalisation of Misbehaviour⁴⁰: Mapping "school yard fights" to "assault charges" introduces youth to the legal system at an early age, making future crime more likely.

SCHOOL DISENGAGEMENT AND OFFENDING: PATHWAYS

Social Learning Theory (we learn from the actions of others)

- **Differential Association:** Disengaged students tend to gravitate toward "deviant" peer groups.
- **Reinforcement:** In these groups, criminal or anti-social behavior is rewarded with status, whereas in school, the student felt invisible or "less than" or may have experienced shaming/stigma (especially if there are additional factors, such as learning disorders).

SCHOOL DISENGAGEMENT AND OFFENDING: PATHWAYS

Strain Theory (criminological, crime as a response to negative emotions)

- The emotional impact of failure. School can be a significant source of "strain" if a student consistently experiences:
 - Failure to achieve goals: Poor grades despite effort.
 - Negative stimuli: Bullying or harsh disciplinary actions.

When a student cannot escape⁴² these stressors or achieve success, they may turn to crime as a coping mechanism to release frustration, seek revenge, or find alternative ways to gain status.

(Also consider mediating variables such as substance use)

SCHOOL DISENGAGEMENT AND OFFENDING: PATHWAYS

Mediating factors to consider:

1. Crossover kids, i.e., child protection X Criminal justice involvement. Frequent changes in school and absenteeism reduce social connection to school/peers.
2. Gender dynamics: poor school performance is often a mediating factor for boys in the school to offending pathways. Experiences of relational trauma are more influential for girls.
3. Cognitive/emotional pathways — the role of anger and expressed emotion, executive functioning impairment, factors such as impulsivity.

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Early adversities —> School disengagement —> Offending

Baidawi, S., Papalia, N., & Featherston, R. (2023). Gender differences in the maltreatment - youth offending relationship: a scoping review. *Trauma, Violence, & Abuse, 24*(2), 1140 - 1156.

Moriarty, A., Papalia, N., Spivak, B., Ali, M. M., Luebbers, S., & Shepherd, S. (2025). Exploring factors associated with chronic and serious offending in detained dual system youth. *Psychology, Crime & Law, 31*(8), 915 - 937.

SCHOOL DISENGAGEMENT AND OFFENDING: INTERVENTIONS

Multi-systemic interventions are required at each level of the system.

Systemic Models

These focus on the "School-to-Prison Pipeline" by changing how the system reacts to a disengaged child:

- **Crossover Youth Practice Model (CYPM):** It forces the child welfare system and the youth justice system to sit in the same room and create a single plan, preventing the child from "falling through the cracks."
- **Justice Reinvestment:** Shifting money from prisons to "place-based" community programs. In Victoria, the Youth Crime Prevention Program uses intensive case management and has shown a 29% reduction in offending rates.
 - **Raising the Age of Responsibility:** Simply keeping young (age 10-13) children out of the formal court system and in therapeutic care is the most effective way to prevent them from becoming "career" offenders.

Haight, W., Bidwell, L., Choi, W. S., & Cho, M. (2016). An evaluation of the Crossover Youth Practice Model (CYPM): Recidivism outcomes for maltreated youth involved in the juvenile justice system. *Children and Youth Services Review*, 65, 78-85.

m o utcomes for maltreated youth -85.

Baidawi, S., Ball, R., Sheehan, R., & Papalia, N. (2023). Children aged 10 to 13 in the justice system: Characteristics, alle Australian Institute of Criminology.

ged offending and legal outcomes.

<https://www.crimeprevention.vic.gov.au/grants>

-and -programs/youth -crime -prevention -program

SCHOOL DISENGAGEMENT AND OFFENDING: INTERVENTIONS

Educational & School -Level Interventions

- Learning Mentors/Aides/Early identification of learning disabilities
- Individual Education Plans (IEPs): IEPs can reduce educational strain by tailoring success to the student's actual level, preventing the failure cycle.
- Restorative Justice in Schools as alternatives to suspension/expulsion. Reduction of school to prison pipeline.
 - Antibullying initiatives
 - Offending services working more closely with youth justice

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Kennedy -Turner, K., Serbin, L. A., Stack, D. M., Dickson, D. J., Ledingham, J. E., & Schwartzman, A. E. (2020). Prevention of criminal offending: The intervening and protective effects of education for aggressive youth. *The British Journal of Criminology*, 60(3), 537 -558.

SCHOOL DISENGAGEMENT AND OFFENDING: INTERVENTIONS

Clinical & Trauma - Informed Interventions

- Specific programs focused on criminogenic needs — generally targeted based on RNR models and focused on dynamic risk factors.
- Trauma - Focused Cognitive Behavioral Therapy (TF - CBT)/EMDR: Effectiveness for PTSD but links to recidivism indeterminate.
 - Multi - Systemic Therapy (MST): A gold standard for those who need wrap - around supports. A clinician works in the child's natural environment (home and school) to coach parents and teachers on how to manage behaviour without resorting to exclusion.
 - Emotion Regulation Training, resilience training (links to recidivism indeterminate)
- What doesn't work? Scared straight, bootcamps, ⁴⁶incarceration, increasing sentencing severity,

Early identification, early intervention



THANK YOU TO DR ABIGAIL SHEED, SENIOR CLINICAL/FORENSIC
PSYCHOLOGIST/POSTDOCTORAL RESEARCH FELLOW;
COLLEAGUES AT THE CENTRE FOR FORENSIC BEHAVIOURAL SCIENCE AT SWINBURNE.