

A DEVELOPMENTAL FRAMEWORK FOR JUVENILE CASES

ROPER/GRAHAM/MILLER	DEVELOPMENT	OFFENSE	POLICE QUESTIONING	SERVICES
<p>•Behavioral immaturity mirrors brain anatomical immaturity</p> <p>•Frontal lobe--responsible for impulse control, judgment, decision-making--develops slowly until early 20's</p> <p>•Rely on amygdala, primitive emotion center of brain when adults process similar information through frontal cortex</p> <p>•Prone to risk-taking; it is statistically aberrant to refrain from risk-taking in adolescence</p> <p>•More susceptible to stress, which further distorts already poor cost-benefit analysis</p> <p>•Most adolescent delinquent behavior occurs on a social stage where immediate pressure of peers is the real motive</p> <p>•More vulnerable to peer pressure. Importance of approval makes already risk-prone impulsive teen even more so</p> <p>•Trauma makes youth hypervigilant in response to threat</p> <p>•Character is not fully formed, and adolescents' signature qualities—including their susceptibility to peer influence and weaknesses in self-regulation—reflect their incomplete identity</p> <p>•Normal adolescents cannot be expected to operate w/ maturity, judgment, risk aversion or impulse control of an adult; teen who has suffered brain trauma, dysfunctional family, abuse or violence cannot operate at standard levels for adolescents</p> <p>•The vast majority of adolescents who engage in delinquent behavior desist from crime as they mature</p> <p>•Even the highest risk youths can be rehabilitated effectively</p> <p>•Youth crime participation may be necessary to avoid threat</p> <p>•Adolescents are far less able than adults to assist their counsel or make important legal decisions</p>	<p>IMMATURITY</p> <p>• <i>Immature thinking</i></p> <p>-Unable to anticipate</p> <p>-Unable to see choices</p> <p>-Minimizes risk</p> <p>• <i>Immature identity</i></p> <p>-Not successful</p> <p>-Unstable self-definition</p> <p>-Wants acceptance</p> <p>-Can't function independently</p> <p>• <i>Moral development</i></p> <p>-Fairness fanatic</p> <p>-Empathy</p> <p>-Fragile moral reasoning</p> <p>DISABILITIES</p> <p>• <i>Processing problems</i> (digesting information)</p> <p>• <i>Expressive/receptive language</i></p> <p>• <i>Executive function deficits</i></p> <p>• <i>Impaired sequencing</i></p> <p>• <i>Difficulty concentrating</i></p> <p>TRAUMA (causes delayed development)</p> <p>• <i>Over-reacts to threat</i></p> <p>• <i>High anxiety</i></p> <p>• <i>Depressed</i></p> <p>• <i>Numbs feelings with substances</i></p>	<p>Did not plan: "it happened." Impulsive</p> <p>Had weapon with no plan to use</p> <p>No danger in street activities, getting high</p> <p>"It's just talk." Sexting/social media=harmless</p> <p>Sensitive to being picked on. Bullied</p> <p>Does not ask for adult help</p> <p>Wants to belong even with negative peers</p> <p>Needs supervision.Influenced by older codf</p> <p>May have been righting a wrong</p> <p>Did not realize there would be a victim</p> <p>Under stress,can't use usual moral beliefs</p> <p>Can't walk away, especially when high, even though knows right from wrong</p> <p>Can't comprehend others' intentions</p> <p>"Things happened too fast"</p> <p>Poor communication. Stories out of order.</p> <p>Poor planner; organizing difficulties</p> <p>Couldn't envision what would happen next</p> <p>Became agitated under stress</p> <p>If victim aggressive, responds as if a repeat of past maltreatment (reflex reaction)</p> <p>Controlling. Reacts to change. Can't soothe self.</p> <p>Feels worthless; self-destructive</p> <p>Lowered inhibitions, poor judgment if high during offense</p>	<p>"It was a mistake.It was an accident."</p> <p>Can't look ahead to statement in court</p> <p>"Only way to go home is say what they want"</p> <p>"Can always take back what I said"</p> <p>Can't see magnitude of situation</p> <p>Self-conscious about being "slow"</p> <p>Unsure of self; hurt if called a liar</p> <p>Compliant; does what is asked</p> <p>Naively trusts police; taught to tell truth</p> <p>Can't believe police would manipulate, lie</p> <p>Snitching=morally wrong</p> <p>Does not understand rights</p> <p>In shock about offense; shame</p> <p>Believes police will help</p> <p>Doesn't comprehend meaning of Miranda</p> <p>Can't follow questions-doesn't ask</p> <p>Difficulty explaining self;confused narrative</p> <p>Focuses on getting it over with</p> <p>Thinking compromised by lack of sleep, cold, hunger, other conditions</p> <p>Scared of police, especially 2-on-1</p> <p>Easily pressured by overwhelming evidence</p> <p>Tearful, exhausted, little eye contact; slow thinking; gives in easily; overwhelmed</p> <p>High, coming down during questioning</p>	<p><i>Must be tailored to each youth's unique needs, but could include services (in a facility or the community) such as:</i></p> <p>Instruction in anticipating consequences</p> <p>Instruction in how to see choices & pros & cons</p> <p>Instruction in decision-making; think before acting</p> <p>Learning how to manage stress</p> <p>Being successful at something & opportunities to show it</p> <p>Guided process for defining self; becoming a leader</p> <p>Instruction in how to think without being influenced</p> <p>Improved social skills to be acceptable to positive peers</p> <p>Preparation for work, given talents and disabilities</p> <p>Developing job skills; support on the job for good decisions</p> <p>Learning positive ways to deal with unfairness</p> <p>Practicing good moral reasoning under stress</p> <p>Victim empathy awareness</p> <p>Specialized instruction to:</p> <ul style="list-style-type: none">• Improve reading by learning how to decode words• Improve comprehension• Improve self-talk & communication skills• Improve sequencing: seeing cause & effect• Practicing comprehending instructions• Improve organization; learn how to prioritize• Learn how to concentrate & manage distractibility <p>Trauma treatment to:</p> <ul style="list-style-type: none">• Help in writing complete trauma history• See connections between triggers, feelings,& actions & learn to respond differently• Separate past maltreatment from present provocations• Learning not to blame self; stop self-destructive acts• Not assume others are hostile; not act like a victim <p>Learning to anticipate loss of control & how to manage Learning to soothe self when agitated without substances Positive view of self in future</p> <p>Help with family where there is conflict or substance abuse</p>