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Building Blocks of Resilience: Applications for Justice Involved Youth

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This paper describes potential benefits and empirical support for applying key components of Resilience theory and its associated models to intervention strategies within the field of juvenile justice. Traditionally, practitioners have utilized aspects of resilience theory for clients and patients within psychology, social work, and medicine. However, emerging research has demonstrated that the process of positively coping with risk can minimize factors that promote delinquency and criminality. Results have demonstrated that constructs such as low self-esteem, school detachment, poor socialization, and environmental influences can be positively affected by implementing critical features of resiliency. Additionally, implications are provided for practitioners seeking to develop or improve intervention programs such as restorative justice, and recommended areas for further research are provided. Keywords resiliency, protective factors, promotive factors, risk factors

INTRODUCTION

Systemic environmental and social factors continue to play a role in negatively impacting one of the nation's most vulnerable populations, its youth. In turn, this has sometimes led to experiencing emotional problems, dropping out of school, poor conflict resolution and social skills, and delinquency (Booth & Neill, 2017; OJJDP, 2019; Van Breda, 2018). Over the past decades, various fields, including psychology, social work, and medicine, have sought to support their clients and patients by building strengths and providing resources to cope with mental and emotional trauma and disease within a resiliency context.

More recently, multimodal programs have begun to integrate resiliency into both intervention and prevention centered strategies for at-risk youth within juvenile justice. Some of these programs have also adopted the view that characterizes resilience, not as a trait but a process that integrates a combination of individual skills and various resources to support struggling youth. Current research has demonstrated that this can be further accomplished by incorporating the concepts of various associated models based on resilience theory, which can assist juveniles in overcoming environmental and social adversities. (Beutel et al., 2017; Boden et al., 2018; Booth & Neil, 2017; Ledesma, 2014; Silva et al., 2019; Van Breda, 2018; Walters, 2018).

Due to recent trends toward restorative justice and diversion from formal processing within the juvenile justice system (OJJDP, 2019), it is more important than ever to incorporate informed programming that ensures that juveniles are provided with long-lasting attributes as opposed to just temporary fixes. Often, children who are unsuccessful and return to the justice system did not possess the necessary skills or continued availability of resources to cope with adverse social and environmental conditions effectively (see Center on the Developing Child, 2017; Dillard et al., 2019; Hay et al., 2018; Hart, 2019; NeMoyer et al., 2020; Schlesinger, 2018; Zimmerman, 2013; Zwecker et al., 2018).

The aim of this paper is to review emerging research that demonstrates the potential benefits of applying key components of resiliency to intervention and rehabilitative programming within the juvenile justice field. Also provided are implications for practitioners and recommendations for further research.

Resilience Theory: An Evolving Theoretical Framework

There are varying definitions of resilience theory, but a common theme is that resilience manifests in the ability to positively adapt to adverse situations (Van Breda, 2018). This adaptation is dependent upon the individual's use of protective factors in the presence of risk factors. Protective factors can include socialization, self-esteem, and conflict resolution skills. The greater number of protective factors present in the individual's life, the stronger the resilience can be (Southwick et al., 2014).

More recently, research on resilience theory has focused on how it can also manifest from a more holistic context that includes the individual, environmental and social conditions, including access to resources and long-term partnerships (AIFS, 2017; Hayhurst et al., 2015; Van Breda, 2018). Van Breda (2018) defines this as “multilevel processes that systems engage in to obtain better-than-expected outcomes in the face or wake of adversity” (p. 6).

Therefore, it follows that resilience is a process that depends on the individual's acquired skills and external resources to achieve healthy development and sustainability. Resilience and its uses have prompted associated models that assert these critical components.

Models of Resilience: Compensatory, Protective, and the Challenge Model

Associated models of resilience include a compensatory, protective, and challenge model. The protective model describes a combination of skills or protective factors such as self-esteem and conflict resolution as having a shielding effect. This can be used to protect against and positively

cope with risk, resulting in positive outcomes and positive growth. The compensatory model describes promotive factors (external resources) as a critical component to balance the effects of risk factors, whereby support from family and other individuals in one's life can compensate for adversity and mitigate its impact. Finally, the challenge model focuses on perceiving risk and adverse situations as challenges by focusing on one's ability and strength to overcome them. In this way, one can not only overcome a challenging situation today but gain the experience to effectively deal with these types of issues in the future (Ledesma, 2014; Rutter, 2012; Zimmerman, 2013).

Historical Applications of Resiliency

Resilience theory has been conceptualized in various ways within several different disciplines. With roots beginning in the field of psychology, the theory expanded and adapted its use in areas such as social work and medicine.

Within psychology, several psychologists heavily researched resilience theory in the 1970s and 1980s, specifically by Dr. Norman Garmezy and Michael Rutter. Much of Garmezy's early research surrounded child development and children's ability to live successful lives after experiencing trauma during their childhood. He studied resilience or a concept that allows for individuals to overcome adverse conditions while minimizing psychological damage. (Masten, 2012; Rutter, 2012). Like Garmezy, Rutter (2006) conceptualized resilience as “an interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences” (p. 2).

Fletcher and Sarkar (2013) stated: “early [psychological] inquiry examining resilience represented “a paradigm shift from looking at risk factors that led to psychosocial problems to the identification of strengths of an individual” (p.14). They identified positive characteristics of people who thrived through difficult circumstances such as self-esteem, planning skills, and a supportive environment inside and outside the family. While much of this research resonated and was easily applied to the field of psychology, resilience theory soon found footing in other disciplines and other subjects of interest.

Within the field of social work, the concept of resilience also has deep roots. Fraser, Richman, and Galinsky (1999) originally described the process of resiliency as “individuals who adapt to extraordinary circumstances, achieving positive and unexpected outcomes in the face of adversity” (p.137). Turner (2001) presented individual case studies about three women who faced adversity in childhood, such as absent parents, addiction, and other mental health issues such as eating disorders. The author describes what influence resilience had in their coping and adaptation skills. Social workers focused on their clients' protective factors such as self-esteem, possessions of talents and skills, independence, and self-efficacy, which were developed despite adversity growing up, and could be relied upon for continued healthy development. This case study elaborated on these women's paths to resilience and the influence therapy had on their coping and adaptation skills.

Greene et al. (2004) describe resiliency-building factors in a social work context, including identifying protective factors and encouraging interpersonal relationships and connections with

society while promoting a client's capacity and strengths. More recently, research has focused on a client's attributes and the challenges they face as necessary to learn about the 'whole person within their social environment' (Gitterman, 2016; Van Breda, 2018).

In medicine, Matzka and colleagues address the relationship between resilience, physical activity, and psychological distress in cancer patients (Matzka et al., 2016). This study defined resilience as "resistance, recovery, or rebound of mental and physical health after a challenge. Regarding adult cancer patients, resilience is a dynamic process of facing adversity related to a cancer experience that can be facilitated through interventions" (Matzka et al., 2016, p 3.). This study found that the higher resilience a patient had, the lower psychological distress they would experience, and the more physically active they tended to be.

Panter-Brick (2014) describes resilience-based approaches as models that are "predicated on strengths rather than on weaknesses, capabilities rather than deficits, resources rather than exposures, transformation rather than stasis" (p. 438). Within a medical context, Panter-Brick speaks to a shift from a focus on risk, vulnerability, and survival to strengths, capability, and well-being. Parkinson et al. (2017) applied the concept of resiliency to caregivers of those family members with dementia, a life-limiting disease. They found that providing such resiliency components, such as extending social assets and ensuring essential external resources for a family, can improve family care support. They assert that resilience-building is critical in maintaining beneficial and ongoing care.

Applying a Resiliency Framework to At-Risk Youth within the Field of Juvenile Justice.

Clearly, resilience theory has been shown in other fields to produce positive results through various coping strategies. Thus, these same attributes can be applied to at-risk youth to help them progress and cope with adversities positively. The term at-risk has been characterized as those facing environmental and social risk factors such as exposure to violence, lack of community resources, and dysfunctional social relationships, which can lead to maladaptive behavior and delinquent acts (Caruso, 2017; Segeren et al., 2020). Resilience theory supports the notion that at-risk and vulnerable youth can learn to manage those adversities and negative situations. It stresses that by focusing on one's strengths, an individual can not only cope with but overcome these hardships.

Zimmerman (2013) describes resilience for youth as part of a developmental strategy. He argues that it is a process of building skills and supports that can be drawn upon during one's life. He suggests that youth interventions that support this process provide an essential resource. Van Breda (2018) indicates that building one's resilience as it is related to the juvenile justice system should be intertwined with family, friends, social relationships, schools, and neighborhoods.

McGuire (2018) asserts that resilience is significant to the juvenile justice system because it can reduce chronic offending and delinquency in the first place. McGuire argues that resilience in justice-involved youth has tangible benefits not only to the individual but also to society. The earlier these types of interventions are put in place, the more adaptation there is for change. With a focus on resilience, practitioners can determine not only what adversities exist for youth but can then link them to what protective factors and available resources are necessary to overcome

them. (Duke & Borowsky, 2015; McGuire, 2018). Similarly, Silva et al. (2019) consider resilience for at-risk youth as something that can aid them in their ability to “thrive in the face of adversity” (p.1). According to the authors, it can assist with coping strategies and positive development as environments can provide both strengths and challenges.

Masten (2014) speaks to the interconnectedness of resilience concerning youth development and a holistic approach encompassing family and community responses and their children's expectations. Masten considers resilience, not as a trait but instead discusses a dimension of personality traits associated with it and how they can function as a protective influence on exposure to adversity. According to the author, depending upon environmental conditions and susceptibility to the environment, a positive adaptation of resilience can inform intervention design.

Restorative Justice

Over the last couple of decades, the concept of restorative justice has gained momentum within the juvenile justice system (OJJDP, 2019). The restorative justice process shifts the focus from the offender to the victim and the community affected by the juvenile's actions. This model addresses the harm caused by the offender and acknowledgment of their wrongdoing. The goal of restorative justice, therefore, is to bring together all those affected by the wrongdoer's actions in order to constructively take responsibility for what was done and who was affected, and to take the necessary steps to make amends to those who suffered (Wilson et al., 2017).

Many programs have developed out of the restorative justice theory. For example, Family Group Conference is a program which allows for discussion with those family and friends most affected by the juvenile's maladaptive behavior and its impact; Victim-Offender Mediation (VOM) provides an opportunity for problem-solving and accountability, and Victim-Impact Panel offers input from victims of similar crimes to show the real-world effects of their conduct (OJJDP, 2019).

The effects of solely participating in these types of programs, however, have had mixed results. While offenders feel this process is fairer, current literature is inconsistent regarding its effects upon re-offending. Although smaller studies have shown positive mitigating effects toward future crime, more extensive studies, with sophisticated methodological designs, have shown little to no impact on future offending (Wilson et al., 2017). Applying a resilience lens to this model reveals that although taking responsibility and reconciling with those affected by one's criminal actions are beneficial and necessary within the justice system; combining this with various critical components of resilience will not only address the ill-effects of the current crime but deter the negative impact of re-offending in the future.

Key components of resilience models can provide the youth facing challenges with a variety of strategies to cope with and mitigate the effects of those adversities and shortcomings. According to Yates et al. (2015), researchers have studied "broader levels of development, including families, schools, communities, and society" (p. 773). These processes can provide positive developmental outcomes despite exposure to risk.

Studies have shown that intervention and rehabilitative programs that have incorporated a resiliency framework and those that have additionally used the methods of one or all of its associated models experience positive results in terms of youth's perspectives, access to resources, and overall support systems (Sanders et al., 2016; Silva et al., 2019; Walters, 2018).

The protective model has been characterized by Ledesma (2014) and other researchers as being reliant upon protective factors such as school attachment, self-confidence, and conflict resolution to diminish the effects of risk factors. One can become protected from adversarial situations' harmful effects by relying on protective factors that can help produce positive outcomes (Ledesma, 2014; Unger, 2004; Zimmerman et al., 2013). A combination of protective factors can lead to resilience and have been shown to have a more substantial effect than the adversity and risks it protects against. Further, “interaction between protection and risk factors reduce the probability of negative outcomes and moderates the effects of exposure to risk” (Ledesma, 2014, p. 4.).

Sanders et al. (2016) conducted a longitudinal study of 520 high risk and 400 low-risk youths. They found that positive relationships with teachers who worked with students on an equal basis made them aware of personal strengths and provided opportunities for them to work through issues that resulted in higher resiliency. Both groups were positively affected; however, they found that the high-risk group, youth who had prior conduct problems, low social participation, and delinquency had better outcomes when teachers specifically addressed individual risks and provided opportunities for the child to take control and confront contributing factors.

Schaefer et al. (2018) explored the association of protective factors (e.g., social support, optimism, and religious coping) with resilience and post-traumatic growth (PTG) of 161 college students who experienced childhood victimization. The authors contend that positive religious coping strategies such as asking for forgiveness in conjunction with social support and optimism are strongly associated with resilience from childhood trauma and an enhancement in functioning post-trauma. The results from this study demonstrate that protective factors provided by external supports such as religious/spiritual institutions encourage resilience and aid in the advancement of ‘bouncing back’ from distressing events.

Shepherd et al. (2018) conducted semi-structured interviews of 212 incarcerated youths using risk/need assessments that identified risks and strengths. Follow-up data were collected from 170 juveniles released from custody over approximately 100 days, whereby 78% re-offended. The researchers found that for non-violent crimes, those juveniles who were found to have at least one recorded strength such as positive attitudes or socialization skills were about three times less likely to re-offend than youth with no surveyed strengths. The researchers concluded that protective factors such as attitude, school attachment, and socialization were critical in assessing the likelihood of recidivism.

It should also be noted that Shepherd and colleagues found a correlation between the propensity for re-offending and lack of external compensatory factors such as employment, family circumstances, and parental support. Factors that are also considered in the Compensatory model.

The compensatory model was described by Zimmerman et al. (2013) as “a process in which promotive factors counteract exposure to risk through an opposite, direct, and independent effect on outcomes.” (p.3). Based on this model, risk factors such as adverse environmental conditions and negative peer relationships are balanced out by promotive factors such as access to supportive persons or resources. A study conducted by Zimmerman et al. (2013) showed that youths with friends who got into fights, a risk factor, whose own violent behavior would likely be increased, would display less violent behavior when a parent provided support. They suggest, “support compensated for this risk factor because it predicted less violent behavior independent of friends’ behavior” (Zimmerman et al., 2013, p.4). In a sense, external support can serve as a promotive factor that can co-exist with exposure to risk and compensate for or defuse its harmful effects.

Mpoful et al. (2020) interviewed 24 HIV positive children in Zimbabwe to examine the effects of faith organizations as a resource for building resilience. The authors found that religion and spirituality were a source of strength and comfort to the participants when dealing with having HIV. Additionally, the results of the study indicated that these children’s involvement in religious organizations established a strong support system and made participants feel accepted, which aided in their ability to resolve both intra and interpersonal conflict. The authors note that one should rely on many sources to promote healthy development and reduce dependency.

Kim et al. (2018) surveyed 638 African American adolescences in Chicago to better understand the effects of religion on their behavioral health. Participants varied in gender, sexual orientation, and socioeconomic status. The results of this study indicated that those with low religious involvement in terms of the degree in which an individual bonds with religious events and associates with religious beliefs, practices, and values, had higher rates of delinquency, drug use, and risky sexual behavior. Furthermore, participants with greater religious involvement had higher school engagement rates, student-teacher connectedness, and school bonding. The authors posit that having external support and bonding with a religious institution is associated with less maladaptive behavior when confronted with risks such as drug use, delinquency, and risky sexual behavior.

Silva et al. (2019) studied the Youth Advocate Programs (YAP) and its resiliency effects. YAP is based in the U.S. and offers nonprofit community-based services as a diversion alternative to incarceration. Strategies stem from the inter-connectedness of resilience and include providing community resources, skillsets, and collaborative support from community-based entities. The authors assert that these types of interventions build resilience across multiple life domains for mental health and youth violence, which in turn assisted youth facing significant adversity.

The importance of a compensatory model’s promotive factors was also emphasized by Barrett and Katsiyannis (2017), who studied resiliency effects for future offending. The authors assert that a concept of resilience limited to resuming normal functioning after facing an adverse situation, without additional resources or support, is not enough to reduce future offending. They assert that this is especially true for youth who will face a multitude of future adversities. They state a “misconception relating to resilience is that if an experience leads to resilience then that same factor should lower the likelihood of later problems” (p. 2058). The concept of resilience

should not be a sole factor that can sometimes positively affect a single adversity but one that is ill-suited to mitigate any culmination of future hardships. Instead, resilience should be supported by the process of accessing a variety of skills and resources that can not only help reduce the effects of negative experiences in the present but can also be drawn upon in the future (also see Beutel et al., 2017; Boden et al., 2018; Booth & Neil, 2017; Ledesma, 2014; Silva et al., 2019; Van Breda, 2018; Walters, 2018; Zimmerman, 2013). Barrett and Katsiyannis (2017) conclude that schools, agencies, and policymakers should not overestimate a youth's ability to withstand social, economic, and intra-personal challenges alone. They assert, "while the construct youth resilience is consistent with a positive youth development perspective on the capacities of children and young adults, minimizing the adverse impact of early family disruptions and mental health challenges will not serve our children in the long run" (p. 2055).

The challenge model was introduced by Michael Rutter and conceptualizes how risk factors should be perceived as challenges one can overcome by focusing on one's strengths versus weaknesses (Masten, 2012; Masten, 2018; Rutter, 2012; Zimmerman et al., 2013). It further asserts how isolated but successfully handled incidents can provide the experience and coping strategies necessary to address any series of challenges in the future successfully (Booth & Neill, 2017). This also aligns with Zimmerman and colleague's assertion that "exposure to average levels of risk actually [help] youths overcome subsequent exposure" (Zimmerman et al., 2013, p 4). They go on to say that "initial exposure to risk must be challenging enough to help youths develop the coping mechanisms to overcome its effects, but not so taxing that it overwhelms their efforts to cope" (Zimmerman et al., 2013, p 4).

Contemporary research has supported how the challenge model can play a role for youth at risk of delinquency because of systematic adversities in the social and environmental surroundings. Research has shown that this can be accomplished by building resiliency through reframing – a mindset of viewing adverse events and conditions not only as challenges but situations that allow for homing in on one's inherent and enhanced strengths. For example, a youth focusing on their ability for self-control during an adverse circumstance. Through reframing, a child can concentrate upon their attributes instead of being consumed by the negativity of the situation (Boden et al., 2018; Booth & Neil, 2017; Chu et al., 2019; Feeney & Collins, 2015; Silva et al., 2019).

Merenda and Argueta (2018) conducted a qualitative study of 31 at-risk youth who participated in a wilderness-based program. Throughout the academic year, participants were presented with a variety of challenging activities that required relying on strengths and building protective factors such as teamwork, strong ties with the community, communication skills, and conflict resolution. They found that these challenging activities, along with encouragement from counselors, helped youth focus on their strengths instead of weaknesses and perceive adverse conditions as ones they could overcome. These protective factors were described by participants to have carried over to other aspects of their lives, such as in school, social relationships, and in their communities, thus improving their attitudes and perceptions within these contexts.

Likewise, Robinson (2016) stresses the concept of resilience and risk within the realm of juvenile justice. The author speaks to responses to adversity and how exposure to risk can be

helpful in a child's development. According to Robinson, perceiving, and reframing these situations as challenges and opportunities for learning, youth can learn how to cope with these types of circumstances now and in the future.

Boden and colleagues (2018) compared youth who were facing significant adversity challenges that put them at risk for depression and delinquency with a comparison group whose members were progressing well and seemingly without these same risks. The at-risk group they studied faced such challenges and risk factors ranging from mental health issues to dropping out of school, being homeless while attending high school, and involvement with the justice system. They compared resiliency levels defined as individual capacities, relationships, and resources in their environments, of participants in both groups. The authors concluded that those youth most at risk, who needed coping abilities and treatment, suffered from the lowest level of resilience due to lack of access and support (Boden et al., 2018).

The findings of Boden et al. (2018) align with Robinson (2016) and other researchers in terms of the process or building blocks necessary to construct a practical resiliency framework within the area of juvenile justice (Barrett & Katsiyannis, 2017; Boden et al., 2018; Booth & Neil, 2017; Liebenberg, 2018; Robinson, 2016; Silva et al., 2019; Van Breda, 2018).

Implications for Practitioners and Researchers

Based on this review of the current literature on resiliency theory and the intricacies of its associated models, the following steps are provided to assist practitioners and researchers seeking additional strategy options to support justice-involved youth in their healthy development.

Choosing appropriate treatment programs

Studies have shown that intervention and rehabilitative programs that have incorporated a resiliency framework and critical components of its associated models, such as protective and promotive factors, experience positive results. (Munford & Lienbenberg, 2016; Silva et al., 2019; Walters, 2018). This has been demonstrated by challenging goal-orientated activities and supports to build self-esteem and other skills, as seen in wilderness and adventure-based programming, within the challenge model (Booth & Neill, 2017; Merenda & Argueta, 2018). It can also be seen in community-based treatment plans that provide access to necessary resources and supports, as illustrated in the Compensatory model (Silva et al., 2019; Yates et al., 2015), and therapeutic-centered programs that empower and build self-efficacy and other protective factors, as was shown is shown in the protective model; all while working respectfully and focusing on the whole child (McGuire, 2018; Sanders et al., 2016; Van Breda, 2018). Chosen programs should also not be solely problem-focused; therefore, treatments should be selected that address specific risks and focus on building and stringing together positive mechanisms for coping strategies (Boden et al., 2018; McGuire, 2018; Silva et al., 2018).

Service providers and researchers should continue to evaluate these types of programs and assess their methods to develop both assets and compensatory resources to assist in 'disrupting' a trajectory toward maladaptive behavior and delinquency (Zimmerman et al., 2013). Factors in

the models associated with resilience, such as protective and promotive factors, can be instrumental in achieving these necessary interventions.

Changing focus

While focus within the justice system is often to address the incident at hand, particular attention should not only be given to the immediate circumstances surrounding a juvenile coming in contact with the juvenile justice system but to the potential causes that got him or her there in the first place. Sanders et al. (2016) spoke to addressing individual risks and providing opportunities to address specific adversities. Agencies sometimes have a 'go-to' list of supportive programs and other forms of treatment they have utilized. However, based on this review, providers should further seek out programs with methodologies similar to those within a resiliency framework, that have shown positive results. Within the protective model of resiliency, risk factors such as those associated with poor conflict resolution, deviant peer groups, low self-esteem, lack of resources, and support should all be considered in available programs. Neglecting any of these contributing factors can cause them to cultivate and continue to affect the youth upon return to the community negatively and possibly lead to re-offending (Barrett & Katsiyannis, 2017; Boden et al., 2018). Therefore, in addition to proper and detailed risk assessments, which can provide valuable information for practitioners when selecting pre-and-post-adjudication treatment plans, the additional considerations should take place.

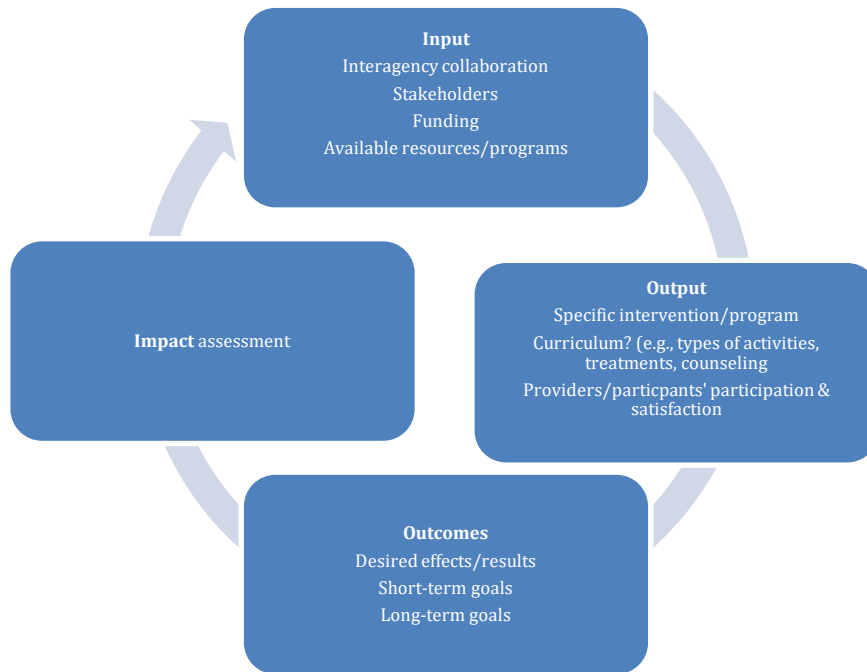
Within a resiliency framework, practitioners can determine not only what adversities exist for the youth but can then link them to what protective factors and available resources are needed as early as possible. As such, program selection and evaluations can be informed through a logic model within a resiliency framework. Logic models have been shown to be a better method to organize and assess necessary and pertinent information from large amounts of data (Knowlton & Phillips, 2012; Rohwer et al., 2017). This approach allows for a comprehensive assessment of the inputs, outputs, and impacts of a potential program.

While this concept has generally been applied by those running programs, practitioners can also use it as a systematic approach to help select and analyze the impact of a given intervention. A logic model based on an outcome approach advocates for establishing outcomes first regarding what impact one wants the program to have and then working backward to ensure the resources necessary to accomplish that impact are supported by a given program. This can enable the practitioner to initially focus on what needs to be accomplished through an intervention and then determine what steps are necessary to achieve those desired results. For example, suppose the service provider wants to mitigate re-offending. In that case, a logic model can help organize data to establish and then delineate what changes need to occur for that to happen (e.g., socially acceptable behavior and resilience). The practitioner can then decide what kind of program design and associated activities (e.g., counseling, conflict resolution scenarios, skills, and team building) are best suited for that change to occur. The model also allows the provider to precisely follow and assess the attributes or shortcomings of a particular program, so that proper and informed adjustments can be made.

According to Child Trends (2020), an intervention-based logic model should include what the program has accomplished, who was involved, where and under what conditions the program

was implemented, and how activities were supported or hindered, to inform program assessments effectively. A logic model further enables a practitioner not only to organize mass amounts of data and to ask the right questions for selecting a program and performing an assessment but allows for succinct communication of the type of diversion plan being considered to other stakeholders to ensure collaboration and further support (see figures 1 & 2).

Figure 1
General Logic Model¹



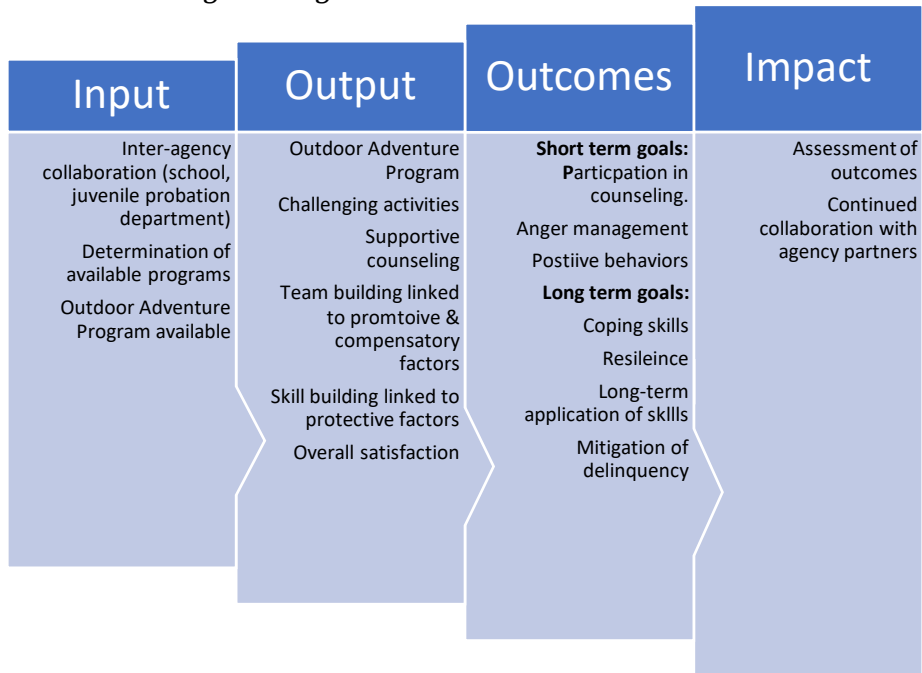
Restorative justice collaborations within a resiliency framework

Traditionally, restorative justice has focused on the juvenile offender who may be diverted from formal incarceration and confronted by the victim and community stakeholders. The effects of the offender’s actions are discussed to solicit empathy and restitution. Many restorative justice programs solely focus on these principles (OJJDP, 2019). However, a meta-analysis of the long-lasting effects of restorative justice-focused programs by Wilson et al. (2017) reveals that, while these programs are rated highly by both the offender and the victim for fairness and satisfaction, actual deterrence for future delinquency was mixed.

Recent research has demonstrated that while a juvenile may understand the consequences of his or her actions and may also be remorseful if left in the same situation and under the same environmental conditions, can feel they have no alternative but to re-offend (Dillard et al., 2019; Schaefer et al., 2018; Shepherd et al., 2018; Silva et al., 2019).

¹ While most logic models are written up in columns, this circular model graphically conceptualizes the fluidity of this process.

Figure 2
Outdoor Adventure Program Logic Model²³



According to Dillard et al. (2019), "while the goals of accountability and community safety are often prioritized, many community-based restorative justice programs neglect the goal of competency development, which is ultimately a disservice not only to the youth offender but to the community" (p. 14). They say that this 'competency' and healthy long-term growth can be developed by simultaneously instilling protective factors and access to external assets that are also necessary.

Based on our review, this can be accomplished through a resiliency framework that incorporates skill-building based on the aspects of the Protective model, healthy development and positive perspectives through the components of the Challenge model, and access to external resources and support deemed necessary in the Compensatory model. Within restorative justice programs, providers can implement a two-step process that first reveals the damage caused to the victim and restitution owed. Second, it focuses on what influenced the offender's actions and what is needed to mitigate those influences and their effects. This method can complement the

² It is suggested that the **Outcomes** section be considered first so that short-and long-term goals can be established initially. The means to get there can then be mapped out in the **Output** section based on what a program being considered offers. This 'road map' also enables practitioners to better communicate specific plans and goals to other funding agencies and community stakeholders.

³ After assessing the impact of program outcomes, the practitioner can again collaborate with other agencies and make any necessary changes/adjustments.

restorative justice model's benefits by providing the necessary components to not only properly atone for one's wrongdoing in the present, but through skill-building and better access to resources, deter re-occurrence in the future. Collaboration among stakeholders that focuses on these key aspects can assist with this process.

A Holistic Approach

A holistic approach considers not only the actions of an individual but the adversities they may be experiencing within an environmental and social context. This can help inform a multi-systemic response that includes family interventions, educational and religious institutions, and community resources to support the child's success. Yates et al. (2015) and other researchers have studied broader levels of development, including families, schools, communities, and society, and have found that these processes can provide positive developmental outcomes across multiple life domains despite exposure to adversities (Boden et al., 2018; McGuire, 2018; Silva et al., 2018).

Practitioners should be aware that a justice-involved youth or a child who is considered at-risk for delinquency may be a product of social and environmental conditions that include a lack of resources and supports. While some interventions consider negative social and environmental factors to avoid, utilization of a resilience model can also help mitigate their effects upon a youth's re-entry into society. Van Breda (2018) asserts that building one's resilience, as it is related to the Juvenile Justice System, should be intertwined with social relationships, family friends, schools, colleagues, and community resources.

As demonstrated in the compensatory model, youth subjected to a variety of risks can have the effects of those risks lessened or counter-balanced through the availability of promotive factors such as the support of family and other external resources. This is necessary even when the juvenile possesses resiliency skills. For example, while a youth may have built up self-confidence and conflict resolution skills as a form of resiliency, as demonstrated in the challenge and protective model, without the support of family to encourage non-violent behavior and efforts of school administrators and other stakeholders to assist the child, future resilience to adverse events can be jeopardized.

Barret and Katsiyannis (2017) assert that practitioners, policymakers, and other stakeholders not only rely upon a child's resilience for their positive development but must consider the impact of external adversities such as family dysfunction and other environmental and social trauma as well. Consideration should also be given to those elements in the child's life that may also need support. This can include counseling for parents and other family members, the involvement of institutions within the community such as educational, recreational, and religious groups, and an effort to bridge the gap to inaccessible but much-needed resources (Boden et al., 2018; Brewer-Smyth, & Koenig, 2014; McGuire, 2018; Silva et al., 2018; Yates et al., 2015).

Communication of all of these necessary factors requires a streamlined approach amongst practitioners and other service providers. However, many state systems still do not collaborate or share information, even when having the capacity to do so (Deal, 2020). Communicating the need to share information based upon a resiliency framework and the benefits that it may provide

may change agency mindsets and help encourage ongoing collaboration to fulfill much-needed holistic approaches.

Future Directions

Based on this review, researchers and practitioners in and out of the juvenile justice field can benefit from addressing both internal and external factors that affect youths' behavior within a resiliency context. This includes consideration of risk factors such as lack of social bonding, violent peer association, poor self-esteem, and conflict resolution as well as adverse systematic social and environmental conditions.

As demonstrated by extant research, youth come with individual risks and from unique backgrounds, and this vulnerable group should be assessed and treated as such. Focus on resilience can play a crucial role in this process by providing necessary coping strategies and positive outlooks; however, it is equally important to incorporate the aspects of its associated models. These features include building protective factors and strengths, providing access to resources, and promoting family and community support. This can not only provide the necessary building blocks for the long-lasting effects of intervention plans and rehabilitative strategies but can further ensure their developmentally sound results.

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