

**Child Maltreatment: Is There a Correlation Between
Child Maltreatment and Delinquency?**

by

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ABSTRACT

Children may experience many different types of maltreatment, such as physical abuse, emotional abuse, neglect, sexual abuse, and in some excessive cases, death. It is estimated that over three million children a year will fall victim to childhood maltreatment. These children are more commonly victimized at the hands of their parents or caretakers than by strangers or family friends. Medical researchers such as DeBellis, et. al., (2002), Teicher (2000, 2002), Widom (1999) and their associates demonstrate that the brain is permanently altered when children are exposed to childhood maltreatment. According to Bandura (1959, 1962, 1975, 1976, 1977), Skinner (1953, 1977), and Akers (1966, 1973, 1985, 1989, 1994, 1998), children learn social behavior by observing and imitating models. Again, altering behavior in a negative fashion.

Research indicates that children who experience childhood maltreatment in their lifetime are approximately 59% more likely to become involved in delinquent or criminal behavior (Tuell, 2002, p. 2). It has also been shown that abused children also recidivate at a rate of 1.5 times more than children who are not subjected to maltreatment (Thornberry, 1994). Further, in the year 2007, child maltreatment cost U.S. citizens \$103.8 billion.

This research project examined the correlation between childhood maltreatment and adult criminality / juvenile delinquency through a survey design research project. The survey instrument was given to 500 college age adults and 500 adults currently incarcerated in the Mahoning County Jail in Ohio. The researcher analyzed statistics looking for correlations between the opinions that these two groups, specifically focusing on their beliefs how childhood maltreatment impacts criminality.

Results from the study revealed that although the students and inmates had similar beliefs when asked if they believed child abuse created a child to be more apt to become delinquent and the appropriate ages for said topics there was a difference between actual life experiences from students to inmates. The inmates at Mahoning County jail were more likely to report that they had experienced some form of childhood maltreatment than the students at Youngstown State.

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**I never saw a wild thing sorry for itself.
A small bird will drop frozen dead from a bough
without ever having felt sorry for itself.
- D. H. Lawrence**

Living through my own “stressors” has created an intense interest in this topic for me. I truly believe that although medical research has shown that our brains are altered by childhood maltreatment, you can overcome these barriers. I would love to see the day when childhood maltreatment is treated as seriously as animal cruelty! To any child who believes that his/her life can not improve, please know you can become a stronger, better person as long as you do not pity yourself and *strive to be your best in spite of others!*

I would like to thank my daughter, Tyler-Alexis, for being the meaning in my life to improve our future. She has sacrificed time with her mother many times and hopefully the best is yet to come for us! You are the best daughter I could have ever asked for and you will grow to be a strong, independent, and beautiful woman with your own children someday! Remember, the important part of being a parent is not to carry “old ghosts” from your childhood into your children’s lives; learn everyday to improve the future.

I would like to thank my family and friends for their patience, love, and for listening to my whining during this never ending process. It seemed as if I would never get this done, but here it is for anyone to read. A special thanks to my German “daughters” for all of their patience, they remain in our hearts forever! To the special people in my life who supported this process in more ways than one, here’s to you! I am blessed to have you all in my life and I constantly remind myself of that fact everyday!!

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"Monsters are real, ghosts are real too, they live inside us, and sometimes they win"
-Steven King

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CHAPTER 1

INTRODUCTION

What do John Wayne Gacy, Edmun Kemper, Ted Bundy, Kenneth Bianchi, and Albert DeSalvo have in common? If you said they are all infamous serial killers you are only partially right. Each of these individuals were subjected to some form of childhood abuse, by at least one of their parents. In one study, 100 percent of the serial killers interviewed had been subjected to childhood maltreatment (Ressler and Shachtman, 1992). Not all individuals who are abused grow up and commit violent crimes, but many researchers talk about the negative consequences of abuse on the lives of the victims (Akers, 1973, 1998; Norris, 1996; Burgess, 1966; Teicher, 2000; Widom, 1999). If a parent-child relationship does not form correctly, then a path towards future behavior may begin (Olson, 2002). Akers (1973) states that the “lack of attachment to conventionality means the youngster is isolated from sufficient reward for conformity in the family, school, and conforming peer groups” (p. 292).

Psychologist, Joel Norris (1996), explains that the cycle of abuse in families reinforces such behaviors in life. He further states that “childhood abuse not only spawns violent reactions but also affects the child's health, including brain injuries, malnutrition, and other developmental disorders” (p. 9). Rather than forming healthy characteristics in children such as trust, independence, and the confidence in themselves to survive socially, the child relies on an imaginary or delusionary life and its deceptive themes (Ressler, Burgess, and Douglas, 1992). Children who face childhood maltreatment are not building positive pathways during cognitive learning (Akers, 1999).

Akers (1999) explains that “one learns through social reinforcement to interpret the

effects as pleasurable and enjoyable,” which in turn will determine whether or not the child will repeat those behaviors (p. 66). For example, Jeffrey Dahmer was outside putting dog heads on sticks in the backyard. Where were his parents to reprimand him? He was not taught that there are consequences to his behaviors. He was not taught that this is inappropriate behavior. Akers (1996) further explains that parents who use ineffective and erratic rewards or punitive measures may unintentionally create a negative disciplinary result which defeats their original purpose. To illustrate this concept, Lionel, Jeffrey Dahmer’s father, explains that he would see that his son was not making friends so he would take him into his lab and they would work on experiments together; this only further isolated his son from societal norms (Ressler and Shachtman, 1997).

Child maltreatment is considered physical abuse, emotional abuse, neglect, and sexual abuse; most child maltreatment occurs at the hands of their parents or their caretakers. Childhood maltreatment devastates the family structure and has long lasting detrimental side effects for the child, their siblings, and other family members who witness it (Currie and Tekin, 2006). Children witnessing “interparental violence” may have “adjustment difficulties, even when they were not” abused (Currie and Tekin, 2006, p. 4). According to some behavioral psychologists a “person’s personality is learned throughout life during interactions with others” (as cited in Siegel and Senna, 2000, p. 105).

What can we do to prevent future violent behavior in maltreated children and what is the cost? A study completed in 2004 estimated the cost of crime resulting from child maltreatment at \$62.5 billion a year to society versus a cost of \$6.7 billion a year to treat the children who are maltreated prior to them committing crimes (Currie and Tekin, 2006). In 2006, it was estimated that 3.6 million children “were accepted by state and local agencies as

alleged victims of child abuse” nationwide (National Center on Child Abuse Prevention Research, 2008, p. 1). It is further estimated that one million of these cases were substantiated. Of the substantiated cases 64.1% involved neglect, 16% physical abuse, 8.8% sexual abuse, 6.6% emotional maltreatment, and 15.1% classified as “other“. The other category includes, but is not limited to, abandonment, threats of harm, and congenital drug addiction (National Center on Child Abuse Prevention Research, 2008). It was also estimated that in 2007, child abuse cost approximately \$103.8 billion for fees ranging from special education, the juvenile justice system, mental health, and health care systems. Further, these children faced numerous problems resulting from the abuse throughout their life (Wang and Holton, 2007).

A history of childhood maltreatment is a significant risk factor for the development of multiple problems later in a child’s life. The general findings of past studies indicate that children who experience childhood maltreatment are approximately 59% more likely to become involved in delinquent or criminal behavior (Tuell, 2002, p. 2). In Rhode Island, juvenile probationers, who were victims of childhood maltreatment “recidivated at more than 1.5 times the rate of youth,” who had not been maltreated resulting in a rate of 71% versus 46%. A study of adult offenders found that “16% of males and 57% of females in state prisons had experienced childhood physical or sexual abuse” (Wiebush, Freitag, and Baird, 2001, p. 2).

Problem Statement

Child maltreatment has been linked to juvenile delinquency and adult criminality and future adult incarceration. Developing a better understanding by the citizens of the

community may help lesson the future cost these maltreated children create in their community. It will provide a better understanding to the causes of juvenile delinquency and adult criminality. Delinquency and later incarceration of these juveniles is creating enormous costs to their communities and severely impacting the quality of life for a large majority of these victims.

Summary

In this chapter, the problem facing society due to childhood maltreatment and future criminality was addressed. Those who face abuse/maltreatment in their childhood, not only suffer themselves, but create a significant monetary cost to communities. Those costs include: crimes committed and victimization, treatment of said children, as well as incarceration of these children. In Chapter II, a literature review concerning childhood maltreatment and its correlation to future adult criminality is presented.

CHAPTER II

LITERATURE REVIEW

Symptoms, Outcomes, and Manifestations of Child Maltreatment

Victims of child maltreatment commonly “suffer from feelings of severe guilt and fear, loss of self-esteem, and other mental or emotional disorders” (Ito, 1995, p. 9). These victims often suffer other negative consequences depending on what type of maltreatment to which they are subjected. Physical abuse can be defined as any unexplained injury inflicted upon a child that may result in bruises, welts, burns, abrasions or fractures (Taylor, Fritsch, and Caeti, 2007). Physical abuse produces the most tangible evidence available in an investigation. Physical injuries can be documented by photographing, x-raying, and the recovering of the household item used while abusing the child. Physically abused children tend to be apprehensive when other children cry, wary of physical contact with adults, and may demonstrate extreme behavior, such as severe aggression or passivity. Physically abused children tend to “function poorly on cognitive tasks, they lack both social and work skills necessary to make a successful adjustment, are noncompliant, and impulsive” (Cicchetti and Carlson, 1993, p. 553). While physical abuse is tangible, neglect is more elusive and harder to detect.

Neglect

Children can be harmed in other ways that do not require physical contact. Neglect is defined as “failure to provide for the child’s basic needs” (Landes, Quiram, and Jacobs, 1995, p. 9). A child’s basic needs are considered shelter, food, clothes, medical treatment, and an

education. Physical neglect covers such aspects as: leaving the child at home alone; not supervising the child while both parent and child are in the home; refusing to attend to medical needs; abandonment, or expulsion from the home or not allowing a runaway child to return home. Another form of neglect can be emotional. It covers: deprivation of love or emotional support; permission for the child to participate in risk taking behavior such as drugs and alcohol; spousal abuse in the presence of the child; and failure to provide needed psychological care. Neglect is believed to be the most common type of abuse. Neglected children may engage in delinquent acts, be consistently tired or listless, and appear to be dirty or unwashed, hungry, or be inappropriately dressed. Neglected children tend to “present dramatic problems in their adjustment to school...are impatient, extremely inattentive, uninvolved, reliant, and lacking creative initiative” (Cicchetti and Carlson, 1993, p. 662).

Emotional Abuse

Emotional abuse can be as serious and harmful as physical abuse. Prosecution of emotional abuse is very difficult. There are no welts, bruises, burns, abrasions, or fractures to take pictures or x-rays of, yet the psychological damage is still present. “Parents may demand far too much from the child in the area of academic, social, or athletic activity...by withholding physical or verbal contact indicating no concern for the child’s successes and failures, and give no guidance or praise” (Landes, Quiram, and Jacobs, 1995, p. 13). The effects of emotional abuse can be long lasting. Emotionally abused children tend to be extremely aggressive, disruptive, selfish, and spiteful, have the propensity to steal, and in order to obtain attention and love they tend to be more overbearing (Cicchetti and Carlson, 1993). Victims of emotional abuse tend to be passive or over compliant, demanding or

rageful, show overly adaptive behavior, may lag in physical, emotional, and intellectual behavior. These children may be susceptible to attempts of suicide (Landes, Quiram, and Jacobs, 1995).

Sexual Abuse

Sexual abuse, a form of physical abuse, includes “fondling a child’s genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation” (Landes, Quiram, and Jacobs, 1995, p. 9). Sexually abused children tend to be more disruptive in a classroom environment, less attentive, nervous and overactive, socially withdrawn, unpopular, obsessive-compulsive, and aggressive. A child who is chronically abused will develop a host of physical signs such as: a possible altered cardiovascular regulation, headaches, stomachaches, vomiting, appetite changes, genital complaints, urinary tract infections, and/or gynecological problems. Psychologically the child may have symptoms such as depression, mood disorders, anxious around strangers, sleep disturbances, and nightmares (Cicchetti and Carlson, 1993).

According to federal law these acts would have to be committed by a person responsible for the child, such as a parent, a babysitter, or a daycare worker. If these acts are committed by anyone not responsible for the child such as a neighbor, friend of the family, or a stranger, then it is considered sexual assault. In 1997, the National Committee for the Prevention of Child Abuse estimated that over one million children are abused each year and that nearly 85,000 of these cases are from sexual abuse. Of these cases girls are three times more likely to be the victim; “20% of women and 5-16% of men have experienced some form of sexual abuse as children (Prevent Child Abuse America, 2005). Today, according to

the National Foundation to Prevent Child Sexual Abuse, “1 of 3 girls and 1 of 6 boys will be subjected to some form of sexual abuse by age 18” (Gorran, 2006). One instance of abuse is traumatic but when a child is subjected to multiple forms of abuse there can be more severe results.

John Wayne Gacy, a serial killer who killed 33 people, was born in Chicago, Illinois, to John and Marion Gacy. The relationship between John Jr. and John Sr. was troubled by John Sr.’s alcoholism and abusive treatment. John Jr. was continuously berated by his father who called him a “sissy, queer and a failure.” On one event his father shot his dog to punish him. John Sr. violently beat his mother. John Jr. was close to his mother. Later a friend of John’s father was allowed to take him to a construction sight where he put John’s head between his legs under the pretense he was teaching John how to wrestle. John Jr. was forced to go with the man three more times where he continued to fondle John; he then told his parents and the visits were ended (Ressler and Shachtman, 1997). Gacy learned aggression by watching his father’s behaviors and being exposed to his father’s beliefs.

Social Learning Theory

In order to understand how this abuse/neglect can impact a child, social learning and medical theories have been used. Social Learning Theory argues that a child learns societal rules through observation and imitating the adults around him/her, usually his/her parents (Papalia and Olds, 1995). “Children’s identification with their parents is the most important element in how they learn a language, deal with aggression, develop a moral sense, and learn the behaviors their society holds as appropriate for their gender” (Papalia and Olds, 1995, p. 3). If a child is observing a parent or some other caretaker being aggressive, he/she tends to

react under stress in the same mannerism. When the child feels stress and acts out, he/she will use the same aggressive nature that he/she learned through observation.

When a child is physically abused he/she learns quickly that his/her behavior triggers the adult in his/her life to react physically. The adult will take out the aggressions on the child. These children are left with low self-esteem, feelings of severe guilt and fear, emotional distress, repressed anger, and an education of aggressive solutions. These children are then sent into the world to react to a society who sees aggression as an inappropriate, and in some situations, an illegal solution to problems (Ito, 1995).

Albert Bandura (1962) indicated that children learn aggressive behavior by observing others (Rushton, 1980). He further states that aggression will produce positive reinforcements if the child does not see consequences; these reinforcements can be seen in many forms such as a reduction in tension, gaining financial rewards, or gaining praise from others. To test his hypothesis, Bandura (1965) and associates placed children into two groups. One group of children watched as an adult hit, punched, kicked, and threw things at a three foot tall inflated plastic doll called the Bobo doll. The second group watched normal play with the Bobo doll. The groups were then placed in a room with the Bobo doll and observed. The children were definitely affected by their observations. The “children who had seen an adult play aggressively...were more likely to beat up and kick the Bobo doll. These results have been replicated in many different experiments” (as cited in Rushton, 1980, p. 137).

Bandura’s work assists in explaining why child maltreatment creates aggression in a child. For example, a child who is physically abused at home is told to sit and be quiet at school. The child becomes angered and retaliates in the only manner that seems evident to

him; he lashes out at the person who angered him. He has repeated an action that he has learned from his environment. Children who have been victims of maltreatment demonstrate extremes in behavior such as excessive or minimal crying, and being extremely fearful or fearless of adults. Unfortunately, to the victim of maltreatment, this behavior becomes “normal” behavior because he/she has lived through it each day. It appears that society approves of this behavior because the child’s caretaker continues to beat him/her without being held accountable. The child is beaten and police do not show up to arrest the abuser; therefore, society must not disagree with the aggressive behavior coming from the caretaker (Landes, Quiram, and Jacobs, 1995).

Medical Theory

As well as learning the aggressive behavior it should also be noted that “95% of serious head injuries in children are due to child abuse”; adult criminal studies link violent offenders to frontal or temporal lobe injuries (Raine, et al, 2001). Social learning theory focuses on how a child learns. The following theory focuses on the medical impacts of child maltreatment. Medical theory is defined as how “a child’s interactions with the outside environment causes connections to form between brain cells...then these connections are pruned during puberty and adulthood, so what experiences the child lives through, good or bad, helps determine how his or her brain is wired” (McLean Hospital, 2000, p. 1). With this in mind, do we as a society want to allow children to be affected to such depths by their caretakers? According to research completed by McLean Hospital, a teaching facility at Harvard Medical Center, brain abnormalities have been linked to child abuse and neglect. The study shows four types of abnormalities: limbic irritability, arrested development of the

left hemisphere, deficient integration between left and right hemispheres, and increases in vermal activity. The limbic area is responsible for our emotions and emotional responses; this area of the brain enables us to feel as well as express emotions. The left hemisphere of our brain is responsible for language skills; arrested development refers to the premise that the left hemisphere prematurely develops due to the stressors of child maltreatment. The deficient integration refers to the lack of quality/amount that the left hemisphere of the brain communicates with the right hemisphere. It is believed that the cerebellar vermis is responsible for a person's emotional balance (Widom, 1999). In other words, if a person is put under stress with these deficiencies already present, then the person's emotional responses would not be reasonable responses by societal norms.

This maltreatment is both a cause and a risk factor for the diagnosis of post-traumatic stress disorder. Research has also suggested that post-traumatic stress disorder has adverse brain development such as "smaller intracranial, cerebral, and corpus callosum structures" (DeBellis, et al., 2002, p. 545). A study by Widom (1999) shows that children who experienced maltreatment were 1.75 times more likely to develop post-traumatic stress disorder than children who did not (p. 1227).

The hippocampus, an important part of the limbic system, contains glucocorticoid receptors; research has discovered that excessive levels of glucocorticoids damage this area of the brain (Anderson et al., 2002, p. 232). When this area of the brain is functioning properly it allows your brain to interpret a situation in a positive or neutral manner. If it is not functioning properly, you may tend to interpret situations in a negative manner. In an abusive environment the limbic system in the brain develops improperly and the person's emotional reactions to situations in life become improperly guided by the limbic system. The

limbic system “controls many of the most fundamental emotions and drives important for survival” (McLean Hospital, 2000, p. 1). Tests completed, such as an electroencephalography (EEG), showed an underlying disturbance or abnormality in the limbic system in patients who have experienced abuse. These abnormalities were associated with more self-destructive behavior and more aggression (McLean Hospital, 2000).

The brain is divided into the left and right hemisphere, left being responsible for language and the right for visual-spatial ability. Researchers studied medical records and examined magnetic resonance images (MRI) and EEGs and found that in abused patients there was an underdevelopment in the left-brain hemisphere. This causes the right hemisphere to be more active. With this evidence in mind, researchers speculate “that the deficits seen in abused patients may contribute to development of depression and increase the risk of memory impairments” (McLean Hospital, 2000, p. 2).

“The corpus callosum is a major information pathway connecting” the left and right hemispheres of the brain. In abused children, the corpus callosum was smaller” (McLean Hospital, 2000, p. 2). The researchers found that “neglect was associated with a 24 percent to 42 percent reduction in the size of various regions of the corpus callosum in boys, and sexual abuse accounted for 18 percent to 32 percent in girls” (Anderson et al., 2002, p. 232). The smaller corpus callosum, according to researchers, creates integration between the two hemispheres of the brain, which in turn may result in “dramatic shifts in mood or personality” (McLean Hospital, 2000, p. 2). There has also been a “prominent thinning of the middle portion of the corpus callosum, affecting males more than females” (Anderson et al., 2002, p. 232).

Emotion, attention, and the regulation of the limbic system are controlled by the

cerebellar vermis. Victims of verbal abuse were studied and tests showed that these patients had a “greater degree of vermal activity or blood flow” in the brain (McLean Hospital, 2000, p. 2). The researchers stated that this increase in blood flow suppressed the limbic irritability. This may create an emotional imbalance in abused children. Like the hippocampus, the vermis also contains glucocorticoid receptors which are also very vulnerable to glucocorticoids (Anderson et al., 2002). “Based on these studies, the McLean team theorizes that the stress caused by child abuse and neglect may also trigger the release of some hormones and neurotransmitters while inhibiting others, in effect remodeling the brain so that the individual is ‘wired’ to respond to a hostile environment” (McLean Hospital, 2000, p. 2). In their studies, brain-wave abnormalities were “significantly” found in “54 percent of patients” who had been exposed to early childhood maltreatment (Teicher, 2000, p. 5). Research supports the theory that childhood maltreatment causes permanent physical damage to these children. How can care givers be prevented from inflicting this harm? Unfortunately, laws protecting children often times result in punishments less severe than animal abusers.

In 2001, Andrew Burnett, angry over a traffic accident, reached into the car of the second party in the accident and pulled her dog out of the car throwing it into traffic. The dog was hit by oncoming cars and was killed. Burnett was sentenced to three years in prison for animal cruelty. The Society for the Prevention of Cruelty to Animals (SPCA) continues to create laws to prevent animal cruelty. In case after case of animal abuse, the person receives at least supervised probation with a stipulation that the accused is not permitted to have an animal while under probation. The SPCA even offers rewards to parties that turn in legitimate information leading them to animal cruelty cases. It has been argued by many that

we do not have laws this stringent for childhood maltreatment (SPCA, 2008). These children of aggression are growing up and entering society with an aggressive disposition which they learned from their parent or caretaker.

How Children are Viewed and Treated by Society

What causes juveniles to get into trouble has been a debated issue since the beginning of time. According to Greek mythology, Daedalus (1 A.C.), an inventor, and his son, Icarus, were both imprisoned by King Minos in a tower in Crete. Daedalus built wings from feathers and wax and set his son off to save them with a warning not to fly too close to the sun because the heat would melt the wax; unfortunately, Icarus did not listen and he fell to his death (O'Connor, 2006). It was believed that adolescents who were disobedient towards their parents would be "condemned to hell". Obedience was obtained in any way possible.

As far back as 1646, children were considered property and if they were unruly, under the "stubborn child" laws, a child could be imprisoned or put to death for not obeying their parents (Grover, 2000). One such case occurred in Boston, Massachusetts in 1955. A seven year old boy named Mark D. Devlin had an alcoholic father who frequently abused him. At the age of seven, his mother took him into the courts where he was deemed a "stubborn child" and incarcerated into the juvenile justice system. Mark, at age 17, graduated school and was released. He lived on the streets until he was diagnosed bi-polar, at which time he was medicated and began to adjust to life. Some common symptoms of bipolar disorder are hyperactivity, highly distractible, unable to concentrate, impaired judgment and impulsiveness, acting recklessly without considering consequences, feeling very optimistic or irritable. The majority of these symptoms are also symptoms of child maltreatment.

Certain advocates regard child abuse as an assault on a child and feel that this should be considered a crime and therefore, punished as a criminal act. It is argued that laws created to protect an innocent and often defenseless child, and to correct the behavior of the adult before permanent damage or death occurs to a child also creates a situation where the criminal punishment of a parent weakens the family unit and that society should find alternative ways to strengthen the family as a unit (Kenney, Pursuit, Fuller, and Barry, 1989). It would seem that if our children are being affected by childhood maltreatment for the rest of their lives, society would deem this a major health risk. Health and Human Service programs are under funded and over worked and yet we still say “what is wrong with the kids today?” How do we prevent today’s child maltreatment from becoming tomorrow’s juvenile delinquency?

In 2008, according to law enforcement agencies, the juvenile justice system had arrested approximately 1.6 million persons under the age of 18. The juvenile justice systems consists of agencies such as “law enforcement, court, and correctional agencies designed to treat youthful offenders” or juvenile delinquents. Juvenile delinquency is considered “criminal behavior committed by minors” (Siegel and Senna, 2000, p. 12). The involvement of juveniles varies by crimes; 14% of all arrest in the United States for murder or non-negligent manslaughter was committed by juveniles; 37% of burglary arrests, 30% for robbery, and 14% for drug arrests and 24 % of weapons arrests (U.S. Department of Justice, 2008).

These children in turn become adults who must function in a society which will not accept this aggressive behavior. A study of 42 women convicted of manslaughter for murdering their own children were interviewed in New York state prisons. It was discovered

that more than two-thirds of these women had absent or abusive mothers, three-fourths of these women had been physically or sexually abused as a child, and 79% had been involved in a relationship with an abusive partner. The women were asked why they killed their children and they gave different answers, from depression to drugs and alcohol abuse. The one thing that these women had in common was childhood maltreatment. “Their own behavior was a product of years of frustration and having learned to use violence to settle disputes in their own families” (Siegal and Senna, 2000, pg 297).

Laws in Reference to Child Abuse

Children suffering at the hand of adults has happened for years yet the laws in reference to safety of children are in general new. In 1866, Henry Bergh founded the ASPCA to rescue, protect, and care for abused animals as well as educate the public and assist law enforcement with “compliance” of these laws (Draker, 1996). In 1874, Etta Wheeler, a public health nurse, approached Mr. Bergh in reference to a new type of case. Miss Wheeler explained the living and physical conditions of a 10-year old child named Mary Ellen Wilson. Mary Ellen’s father had passed away and her single mother had to turn her over to the Department of Charities because she could not afford to take care of her. The Department of Charities had given her to the Connelly family and after a neighbor complained about a child screaming all of the time, Mary Ellen was eventually found in tattered clothing, her body was full of bruises and scars and she was malnourished (Siegal and Senna, 2000).

At this time there were no laws in reference to the treatment of children and the city of New York chose not to remove her from the home. Miss Wheeler contacted several

neighbors and collected evidence in order to help Mr. Bergh take the case to a judge. After reviewing the documentation that was collected Mary Ellen was removed from the home and allowed to testify to her treatment in the Connelly home. Mary Ellen appeared in ragged clothes with a gash over her left eye and across her cheek where she had been struck by Mrs. Connelly with a pair of scissors. She testified that she was beat or whipped with a raw hide whip daily, she recalls never being allowed to go outside the apartment or talking to people and stated that she was never kissed or hugged by anyone. Mrs. Connelly was found guilty and sentenced to one year of hard labor. The press played a large role in making the coverage of this case which created public awareness and the beginning of various agencies and activists whom lobbied for better laws and enforcement of these laws (Siegal and Senna, 2000).

Today, the legal definition varies from state to state, but typically some elements remain common throughout: intent, sexual abuse or exploitation of a minor and/or encouragement of any person to engage or cause to engage in physical or mental injury to a minor. The federal definition of child abuse, neglect, and sexual abuse is considered:

- any recent act or failure to act resulting in imminent risk of serious harm, death, serious physical or emotional harm, sexual abuse, or exploitation of a child (a person under age 18)...by parent or caretaker who is responsible for the child's welfare.
- employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or any simulation of such conduct. Rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other forms of sexual exploitation of children, or incest with children (Siegal and Senna, 2000, pp. 289).

In 1974 President Richard M. Nixon signed the Child Abuse Prevention and Treatment Act; prior to this, child abuse was rarely reported. Under this Act, which was

reauthorized in 2003 by the Keeping Children and Families Safe Act of 2003, federal funding was made available to match state funding. This also served as an incentive for states to set up programs for child-abuse research, education, prevention, identification, prosecution, and treatment. This act provided:

1. immunity from prosecution for all those reporting child abuse;
2. required specific persons to report suspected child abuse to the appropriate child protection agency. Such mandated reporting, by necessity, had to be backed up by penalties for failure to report. In effect, this provision has made it a criminal offense for such designated persons not to report suspected abuse;
3. laws mandating the reporting of child abuse and laws providing immunity from prosecution for those reporting abuse ensure an endless stream of referrals for investigators and "validators." All this predictably fuels sex-abuse hysteria, hysteria in which an accused individual's Constitutional due-process protections are commonly ignored; and
4. established the federal Center on Child Abuse and Neglect (U.S. Department of Health and Human Services, 2003)

Unfortunately, this created a large number of items to be investigated and it drew the attention away from issues pertaining to sexual offenders.

As public interest peaked legislators were quick to respond, and on September 13, 1994, President Clinton enacted the Federal Violent Crime Control and Law Enforcement Act (1994). Under this act provisions were to be made to protect children from violent sex offenders by requiring any person convicted of "relevant" crimes to register with law enforcement agencies. For a person to be considered "relevant" he/she would be any person convicted of a "criminal offense against a victim who is a minor, or a sexually violent offense, or someone who is a sexually violent predator". Under this law:

"(A) The term "criminal offense against a victim who is a minor" means criminal offense that consists of –

- (i) kidnapping of a minor, except by a parent;
- (ii) false imprisonment of a minor, except by a parent;

- (iii) criminal sexual conduct toward a minor;
- (iv) solicitation of a minor to engage in sexual conduct;
- (v) use of a minor in a sexual performance;
- (vi) solicitation of a minor to practice prostitution;
- (vii) any conduct that by its nature is a sexual offense against a minor; or
- (viii) an attempt to commit an offense described in clauses (i) through (vii), if the State – (I) makes such an attempt a criminal offense; and (II) chooses to include such an offense in those which are criminal offenses against a victim who is a victim who is minor for the purposes of this section. For purposes of this subparagraph conduct which is criminal only because of the age of the victim shall not be considered a criminal offense if the perpetrator is 18 years or younger.

(B) The term “sexually violent offense” means any criminal offense that consists of aggravated sexual abuse or sexual abuse...or an offense that has as its elements engaging in physical contact with another person with the intent to commit aggravated sexual abuse or sexual abuse...

(C) The term “sexually violent predator” means a person who has been convicted of a sexually violent offense and who suffers from a mental abnormality or personality disorder that makes the person likely to engage in predatory sexually violent offenses (42 USC Sec. 14071, 1994).

New Jersey quickly adapted their own version of this law. The difference between the federal act and New Jersey’s version was that communities would now be given notification of any person convicted of a sexual offense who moved into the area. New Jersey’s legislation would be quickly processed through the system without a hearing and on October 31, 1994, New Jersey’s Governor Whitman signed it into law. The police would now become responsible for notification to appropriate agencies. There would be three separate notification processes which were created to prevent the offender from committing new crimes. On May 17, 1996, President Clinton signed a federal version of Megan’s Law (Searby, 1998).

The federal version of Megan’s Law had one modification that would become very important:

The information collected under a state registration program shall be treated as private data except that –

- (1) The information collected under a state registration program may be disclosed for any purpose permitted under the laws of the state.
- (2) The designated state law enforcement agency and any local law enforcement agency authorized by the state agency shall release relevant information that is necessary to protect the public concerning a specific person required to register under this section, except that the identity of a victim of an offense that requires registration under this section shall not be released. (42 USC § 14071, 1994)

This may appear to be a small change but in fact it may be the most important considering the problems facing parents of small children. Prior to this amendment, law enforcement agencies were to use their discretion when it came to dissemination of information to the community. The new law took away their discretion and made it mandatory for law enforcement agencies to release the information. It also required that all 50 states enact such laws. Megan’s Law became official on July 21, 1997 (Searby, 1998).

In order for states to qualify for funds allocated by the Child Abuse Prevention and Treatment Act they were required to enact mandatory reporting laws. Mandatory reporting laws vary from state to state but all require that specific persons who believe abuse is happening to a child must report this abuse. Common mandatory reporters are: physicians, medical examiners, coroners, funeral directors, dentists, nurses, hospital personnel, members of the clergy, school administrators, teachers, social services workers, daycare workers, or any other child care or foster care workers, mental health professionals, and law enforcement officials. These laws require said persons to report any “reasonable belief or suspicion” of abuse against a minor. Failure to report could lead to criminal liability and/or civil liability; therefore, it would seem that reporting suspected abuse would be a wiser choice than

excusing the behavior or evidence which made you believe there was abuse in the first place. Faced with criminal liability or civil liability and/or an injured or dead child, reporting would be the lesser or two evils (Searby, 1998).

Law in Reference to Delinquency

In 1974 the Juvenile Justice and Delinquency Prevention Act was established. It stated that federal funds would be provided to states to improve the juvenile justice system. Juveniles who were in adult jails were “eight times more likely to commit suicide, five times more likely to be sexually assaulted, two times more likely to be assaulted by staff and 50% more likely to be attacked with a weapon than juveniles in a juvenile facility” (Austin, Johnson, and Gregoriou, 2000, p. 8). This act would help provide the states funds to remove all juveniles from adult jails. The majority of juveniles who were in adult jails were there for committing status offenses. A status offense is any criminal act which can only be a crime when committed by a juvenile; alcohol offenses, truancy, running away from home, are a few examples (Siegal and Senna, 2000). Rather than the juveniles being put in adult facilities they would receive community-based services, counseling, mentoring, alternative education, and job development support.

In 1992 Congress amended the Juvenile Justice and Delinquency Prevention Act. The amendment required “all states applying for Federal Formula Grant dollars to examine their juvenile justice system and identify gaps in their ability to provide services to juvenile female offenders” (Office of Juvenile Justice and Delinquency Prevention, 2002). States also encouraged facilities to apply for “monies, separate from the traditional Federal Formula Grants monies” (Searby, 1998). These funds were allocated to address one of ten specific activities:

1. develop and adopt policies and programs to provide basic health, mental health, and appropriate educational services;
2. develop and adopt policies and programs to provide access to counsel;
3. increasing community-based alternatives to incarceration;
4. develop and adopt policies and programs to provide secure settings for the placement of violent juvenile offenders by closing down traditional training schools and replacing them with secure settings with capacity of no more than 50 violent juvenile offenders;
5. develop and adopt policies to prohibit gender bias in placement and treatment and establishing programs to ensure that female youth have access to full range of health and mental health services, treatment for physical or sexual assault and abuse, self-defense instruction, education in parenting, education in general, and other training and vocational services;
6. establish and operate...a state ombudsman office for children, youth and families;
7. develop and adopt policies and programs designed to remove status offenders from the jurisdiction of the juvenile court;
8. develop and adopt policies and programs designed to service as alternatives to suspension and expulsion from school;
9. increase aftercare services for juveniles involved in the justice system by establishing programs and develop and adopt policies to provide comprehensive health, mental health, education, and vocational services and services that preserve and strengthen the families of such juveniles, and;
10. develop and adopt policies to establish (i.) a state administrative structure to coordinate program and fiscal policies for children who have emotional and behavioral problems and their families among the major child serving system [and] (ii.) a state wide case review system. (pg. 22)

Under these new changes only 23 states applied for and received funds to address gender specific concerns (Office Juvenile Justice and Delinquency Prevention, 2002).

Under this policy, and others created like it, it is possible to look at girls and boys differently in regards to treatment. Girls are motivated differently than boy offenders. They

commit different crimes and commit them for different reasons. Boy offenders tend to be more likely to carry guns whereas, girl offenders are more likely to carry knives. If a juvenile commits a murder it is usually a boy, the same pattern seen in adult criminality. Girl offenders are more emotional in their actions. Statistically, the small amount of girls who do commit murder or nonnegligent manslaughter, their reasoning tends to be a fight with friends, an intimate, or a family member. Boys are more commonly arrested for more violent crimes such as homicide, forcible rape, aggravated assault, burglary or arson than girls. Girls are more commonly arrested for status offenses such as curfew violations, running away from home, drinking under age, and driving under the influence of alcohol. The most common offense girls are arrested for is running away (Taylor, Fritsch, and Caeti, 2007).

In cases where child abuse is suspected, the juvenile justice system retains jurisdiction because according to state law the courts may only hear and decide a case if they retain said jurisdiction. The courts are then given jurisdiction over all parties in said case, including the child and the parents. The child may have been removed from the home. In cases where the police believe child abuse is suspected, the police make the decision whether or not to remove the child from the home and place them into protective custody. If this decision is made, the police file charges, investigate the case, and involve the proper agencies which are referred to as the child protective team. Agencies such as child welfare or social services, medical professionals, and court officials would be called in to assist the police in keeping the child safe. Medical professionals are responsible for identifying injuries, administering treatment, and documenting evidence to use to testify in legal proceedings. Social service personnel would be required to place the child in protective custody and assist in the investigation of the alleged charges. The court system would then hear the evidence

presented and adjudicate the case accordingly (Schmalleger and Bartollas, 2008).

Summary

In Chapter two the literature presented supports the hypothesis that childhood maltreatment creates a significant increase in the chances of a child committing crimes as a juvenile as well as further adult crime. Definitions were discussed as well as the laws which are enforced to protect children. The long term effects of child maltreatment were mentioned. Whether the child is physically or psychologically injured, the effects remain the same and the more extreme the abuse, the more chances the child may become involved in the justice system. Chapter III focuses on the methodology used to test this hypothesis and to help determine the basic knowledge about child maltreatment possessed by two diverse groups.

CHAPTER III

METHODOLOGY

Research Design

This research project examines the relationship between childhood maltreatment and future criminal activity in adolescence and adults. It also examines society's understanding of child maltreatment by comparing the knowledge possessed by two diverse groups, college students and inmates. Over the years many programs have been started to help prevent child abuse in homes; most children know that if they call Children's Services they can report their parents or caregivers of child abuse, yet children are still being abused daily. It is estimated that over three million children a year fall victim to childhood maltreatment and these children are 59% more likely to become involved in delinquent or criminal behavior (Tuell, 2002, p. 2).

One remedy is to remove a child from his/her home, but the system looks at the removal of a child from their home as destroying the family unit. At what point do we see abuse as an expense to society and to the children who are being abused? We need to decide if it would be more beneficial to treat victims, at a cost of \$6.7 billion a year, then to leave them "damaged." They may end up in the justice system, at a cost of \$62.5 billion a year, for behavior that resulted due to poor and abusive parenting (Currie and Tekin, 2006).

This research project examined the impact of child abuse by examining Youngstown State University (YSU) students in Youngstown, Ohio, versus adults incarcerated in the Mahoning County Jail in the same city. Questionnaires (Appendix A) were approved by the Human Subject Research Committee at YSU and administrators of the Mahoning County Jail

in Youngstown, Ohio (Appendix B). The primary research hypothesis was, childhood maltreatment is positively linked with an increase in juvenile delinquency and/or adult criminality. To help evaluate this and other research questions, the questionnaire was organized into three categories of inquiries:

1. How does the respondent's opinion relate to literature in reference to physical, emotional, and sexual abuse as well as neglect from a parent or caretaker;

2. How does the respondent's opinion relate to literature in reference to what age is appropriate for engaging in sexual activities; alcohol, cigarette, and drug usage; as well as an appropriate age to be left at home alone; and

3. How, specifically, does the respondents' personal experiences with physical, emotional, and sexual abuse as well as neglect, and love/approval from a parent or caretaker affected their lives?

Data Collection

To investigate these areas, college students and inmates were surveyed. The researcher dispersed 500 confidential questionnaires to both groups; 312 (62.4%) questionnaires were returned from the students of Youngstown State University and 170 (34.0%) questionnaires were returned from the inmates at the Mahoning County Jail. Each respondent completed the confidential questionnaire (Appendix A) which provided the researcher with the respondent's opinions regarding what they feel constitutes child abuse, at what age children can make decisions about various activities, and if they were a victim of child abuse. It was not mandatory for the respondents to answer the questionnaire; respondents were instructed if they did not choose to participate all they had to do was

enclose the blank form into the envelope, seal, and return it. The questionnaires were dispersed to students in introduction classes since they had the largest amount of students. Many of the classes were general education, thus attracting students from multiple majors. The questionnaires were delivered to the professors' mailboxes and dispensed by the professors in their classes so that the researcher did not have contact with the students. After students answered the questionnaires they sealed them in the envelopes provided and returned them to the professor who returned them to the researcher. The questionnaires for the inmates were distributed by a Youngstown State University professor at the jail. The inmates were instructed to complete the survey and seal it in the envelope. If the inmate chose not to participate they were given instructions to fold the questionnaire and also seal it into the provided envelope. The sealed envelopes were handed in to correctional staff and delivered to the Youngstown State University professor's office. The data was then entered into SPSS for analysis. Descriptive and comparative information is presented in the next chapter.

Summary

This chapter outlines the process the researcher took in order to obtain information that would assist in evaluating the research hypothesis: does childhood maltreatment correlate with juvenile delinquency; how does the respondents' opinion reflect the literature in reference to physical, emotional, and sexual abuse as well as neglect from a parent or caretaker; how does the respondents' opinion reflect the literature in reference to what age is appropriate for engaging in sexual activities; alcohol, cigarette, and drug usage; as well as an appropriate age to be left at home alone; and how, specifically, does the respondents'

personal experiences with physical, emotional, and sexual abuse as well as neglect, and love/approval from a parent or caretaker affected their lives? The researcher compared students at Youngstown State University to adults incarcerated by the criminal justice system in Mahoning County. In Chapter four results of the data analysis are presented.

CHAPTER IV

ANALYSIS AND FINDINGS

This chapter provides specific information on the data that were collected on the questionnaires and the results of the statistics analysis. The primary goal was to discover if the inmates in the Mahoning County Jail have been subjected to more childhood maltreatment than the students at Youngstown State University. This data were used to evaluate the research hypothesis: childhood maltreatment correlate with juvenile delinquency and/or adult criminality. The following research questions were evaluated:

1. How does the respondent's opinion relate to literature in reference to physical, emotional, and sexual abuse as well as neglect from a parent or caretaker;
2. How does the respondent's opinion relate to literature in reference to what age is appropriate for engaging in sexual activities; alcohol, cigarette, and drug usage; as well as an appropriate age to be left at home alone; and
3. How, specifically, does the respondents' personal experiences with physical, emotional, and sexual abuse as well as neglect, and love/approval from a parent or caretaker affected their lives?

To evaluate these questions, the chapter is divided into three sections. The first section will start with the college students' responses, the second looks at the inmates' responses, and then the third section looks at a comparison between the two groups. Comments directly from the respondents in regards to items they felt were important, as well as items the researcher found to be important, are noted.

SECTION 1

Descriptive Information in Reference to the Youngstown State University Students

Five hundred questionnaires were distributed by professors at Youngstown State University to their students. Once the data was returned 312 (62.4%) questionnaires were completed by college students. Respondents provided their age; the average age of the students was 22 years and 2 months old ($\chi^2 = 22.21$, $s = 7.29$). The questionnaire began by seeking the respondents' opinions on proper behavior of a parent or caretaker under certain circumstance. First the questionnaire asked "do you believe if a child is hit, slapped, or smacked...will the child engage in delinquent/criminal behavior?" Of the 311 respondents who answered this question 46.0% answered maybe it causes delinquent/criminal behavior, while 35.4% answered no, it does not. Next, the questionnaire asked "is it alright to punch or beat a child who misbehaves?" Of the 311 respondents who answered, 84.9% answered no it was not alright. Of the 311 respondents who answered, "is it alright to call bad names, ridicule or belittle a child," 89.4% answered no, it was not alright. Of the 311 respondents who answered "is it alright to embarrass a child in public," 66.6% answered no, it is not alright. Of the 310 respondents who answered, "is it alright to yell or scream at a child who did nothing wrong," 89.7% answered no it is not alright.

Of the 311 respondents who answered, "is a parent/caregiver obligated to pay attention to a child when the child is talking to them." 81.7% answered yes, a parent should pay attention to their child. Of the 311 respondents who answered, "is it alright to deprive a child food as a punishment," 93.2% answered that is was not alright to deprive your child of food as a form of punishment. Of the three 311 respondents who answered, "is it their

responsibility to provide meals each day,” 98.1% answered that it is a parent/caretaker’s responsibility to provide their child with meals each day. Of the 311 respondents who answered, “does inappropriate touching a child’s private areas cause delinquency,” 44.7% answered yes, while 43.4% answered maybe. Of the 311 respondents who answered “if a child is forced to have sexual contact could this lead to delinquency,” 45.0% answered yes, while 45.0% answered maybe. Table 1 further explains the results of the student’s responses towards these questions.

Table 1

College Students' Responses to Opinion Questions

Question answered by respondents about parent or caretakers: Students	No	Yes	Maybe	No Opinion
Does physical contact (a hit, smack or slap) cause delinquent behavior? (n=311)	n = 110 35.4%	n = 55 17.7%	n = 143 46.0%	n = 3 1.0%
Is it alright to punch or beat a child who misbehaves? (n=311)	n = 264 84.9%	n = 14 4.5%	n = 31 10.0%	n = 2 0.6%
Is it alright to call bad names, ridicule, or belittle a child? (n=312)	n = 279 89.4%	n = 10 3.2%	n = 21 6.7%	n = 2 0.6%
Is it alright to embarrass a child in public? (n=311)	n = 207 66.6%	n = 28 9.0%	n = 74 23.8%	n = 2 0.6%
Is it alright to yell or scream at a child who did nothing wrong? (n=310)	n = 278 89.7%	n = 11 3.5%	n = 18 5.8%	n = 3 1.0%
Is parent/caretaker obligated to pay attention to child when the child is talking to them? (n=311)	n = 22 7.1%	n = 254 81.7%	n = 31 10.0%	n = 4 1.3%
Is it alright to deprive a child food as a punishment? (n=311)	n = 290 93.2%	n = 6 1.9%	n = 15 4.8%	n = 0 0.0%
Is it a responsibility to provide meals each day? (n=311)	n = 4 1.3%	n = 305 98.1%	n = 2 0.6%	n = 0 0.0%
Does inappropriate touching a child's private areas cause delinquency? (n=311)	n = 24 7.7%	n = 139 44.7%	n = 135 43.4%	n = 13 4.2%
If a child is forced to have sexual contact could this lead to delinquency? (n=311)	n = 21 6.8%	n = 140 45.0%	n = 140 45.0%	n = 10 3.2%

Descriptive Information in Reference to College Students Opinion on Appropriate Age

The 312 respondents who completed questionnaires were asked to answer questions in reference to how old a child should be to partake in certain activities; not all respondents answered every question. The first question in this category was “what is the appropriate age for a child to engage in sexual intercourse?” Of the 312 respondents, 272 respondents

answered the question with the mean age of 17 years and two months old ($\chi^2 = 17.15$, $s = 1.97$); 40 respondents said “never”. Next, the respondents were asked “at what age is it appropriate for a child to drink alcohol?” Two hundred and ninety-seven respondents ($n = 297$) answered with the mean age of 19 years and one month old ($\chi^2 = 19.08$, $s = 2.22$); 15 respondents answer “never”. Two hundred and fifty-four respondents ($n = 254$) answered “at what age is appropriate to smoke cigarettes,” with the mean age 17 years and 11 months old ($\chi^2 = 17.89$, $s = 1.21$); 58 respondents answered “never”. One hundred and seventeen respondents ($n = 117$) answered “at what age is it appropriate for a child to smoke marijuana,” the mean response was 18 years and one month old ($\chi^2 = 18.13$, $s = 6.06$); 195 answered “never”. Twenty-eight respondents answered “at what age is it appropriate for a child to use cocaine, crack, heroin or any other drug,” the mean age was 19 years old ($\chi^2 = 19.07$, $s = 2.09$); 284 answered “never”. Two hundred and ninety-two ($n = 292$) answered “at what age is it appropriate to leave your child home alone” with the average age of 14 years and two months ($\chi^2 = 14.23$, $s = 9.56$); 20 answered “never”. See Table 2 for more information.

Table 2

College Students' Opinions on Appropriate Ages

Question answered by respondent about appropriate age: Students (n=312)	<u>Mean Age</u>	<u>Respondents Percent</u>	<u>Answered Never</u>
What age is appropriate to engage in sexual intercourse? (n=312)	17.15	n=272 87%	n=40 13%
What age is appropriate to drink alcohol? (n=312)	19.08	n=297 95%	n=15 5%
What age is appropriate to smoke cigarettes? (n=312)	17.89	n=254 81%	n=58 19%
What age is appropriate to smoke marijuana? (n=312)	18.13	n=117 37%	n=195 63%
What age is appropriate to use cocaine, crack, heroin, or any other drug? (n=312)	19.07	n=28 9%	n=284 91%
What age is appropriate to leave home alone? (n=312)	14.23	n=292 94%	n=20 6%

Descriptive Information in Reference to the College Students' Life Experiences

The 312 respondents who completed questionnaires were asked to answer questions in reference to the students' actual life experiences; not all respondents answered every question. The first question in this category was "were you abused?" Of the 291 respondents, 55.8% respondents answered they were not abused; 37.5% respondents answered yes they were abused, while 6.7% respondents did not answer the question. Next, the respondents were asked to be more specific in reference to this abuse. Of the 117 students who stated they were abused were asked "were you slapped, punched or kicked," 23.9% of the respondents answered no; 76.1% answered yes. Under the abuse category the

next sub-question was “did you have items thrown at you, burned, and/or bones broken,” 82.0% answered no; and 18.0% answered yes. The next question asked was “were you emotionally abused?” Of the total 291 respondents, 68.6% of the respondents answered no; 24.7% answered yes, while 6.7% respondents did not answer. The next question asked was “were you sexually abused?” Of the 291 respondents, 91.0% of the respondents answered no; 2.2% answered yes, while 6.7% respondents did not answer.

The following questions were again broken up into more specific categories, “were you neglected?” Of the 291 respondents, 79.2% of the respondents answered no; 13.8% answered yes, while 6.7% respondents did not answer. Under the subcategories the first question was, “were you provided with food daily?” Of the 43 respondents who answered yes they were abused, 16.3% answered they were provided with food daily; 83.7% answered they were not provided with food daily. Of the 43 respondents who stated they were neglected, 25.6% answered they were provided with a safe place to live; 74.4% answered they were not provided a safe place to live. Of the 43 respondents who stated they were neglected, 18.6% answered they were taken to the doctors when they were sick; 81.4% answered they were not taken to the doctor when they were sick. Of the 43 respondents who stated they were neglected, 44.2% answered that they were not allowed to skip school or drop out; 55.8% answered they were permitted to skip school or drop out. Of the 43 respondents who stated they were neglected, 32.6% answered their parents did watch them and stop them from misbehaving; 67.4% answered their parents did not watch them or stop them from misbehaving.

In the next category the respondents were asked if their “parents or caretakers had shown them love?” Of the 290 respondents, 3.5% of the respondents answered no; 89.4%

answered yes, while 7.1% respondents did not answer. Under the subcategories of parents showed love, of the 279 respondents who answered yes, 3.6% of the respondents answered that their parents did not hug them; 96.4% answered yes their parents hugged them. Of the 279 respondents, 15.1% of the respondents answered no their parents or caretakers did not kiss them; 84.9% answered yes their parents or caretakers did kiss them. Of the 179 respondents, 15.1% of the respondents answered no their parents did not praise them; 84.9% answered yes their parents did praise them. See Table 3 for more information.

Table 3

Questions for Actual Life Experience of the College Students

Questions answered by respondents about life experience: students (n=312)	No	Yes	No Answer
Were you abused? (n=291)	n=174 55.8%	n=117 37.5%	n=21 6.7%
-Were you slapped, punched, or kicked? (n=117)	n=28 23.9%	n=89 76.1%	
- Did you have items thrown at you, burned, and/or had broken bones? (n=117)	n=96 82.0%	n=21 18.0%	
Were you emotionally abused? (n=291)	n=214 68.6%	n=77 24.7%	n=21 6.7%
Were you sexually abused? (n=291)	n=284 91.0%	n=7 2.2%	n=21 6.7%
Were you neglected? (n=290)	n=247 79.2%	n=43 13.8%	n=22 7.1%
- Were you provided with food daily? (n=43)	n=36 83.7%	n=7 17.3%	
- Were you provided with a safe place to live? (n=43)	n=32 74.4%	n=11 25.6%	
- Were you taken to the doctor when you were sick? (n=43)	n=35 81.4%	n=8 18.6%	
- Were you allowed to skip school or drop out of school? (n=43)	n=19 44.2%	n=24 55.8%	
- Did your parents watch you or stop your misbehaving? (n=43)	n=29 67.4%	n=14 32.6%	
Were you shown love? (n=290)	n=11 3.5%	n=279 89.4%	n=22 7.1%
- Did your parents hug you? (n=279)	n=10 3.6%	n=269 96.4%	
- Did your parents kiss you? (n=279)	n=42 15.1%	n=237 84.9%	
- Did your parents praise you? (n=279)	n=42 15.1%	n=237 84.9%	

SECTION 2

Descriptive Information in Reference to the Mahoning County Jail Inmates

Five hundred questionnaires were distributed by a Youngstown State University professor to the inmates at the Mahoning County Jail. One hundred seventy (n = 170) were returned (34%). The average age of the inmates was 33 years and 5 months old ($\chi^2 = 33.58$, s = 11.41). The questionnaire started out by asking the respondents their opinion on proper behavior of a parent or caretaker under certain circumstance. The first question in this category was, “do you believe if a child is hit, slapped, or smacked...will the child engage in delinquent/criminal behavior?” Of the 168 respondents who answered the questionnaire, 38.1% answered maybe it causes delinquent/criminal behavior, while 35.1% answered no it does not. Next, the questionnaire asked “is alright to punch or beat a child who misbehaves?” One hundred and sixty-nine (n = 169) answered; 79.9% answered no it was not alright to punch or beat a child who misbehaves. Of the 170 respondents who answered, “is it alright to call bad names, ridicule or belittle a child,” 89.4% answered no it was not alright. Of the 169 respondents who answered “is it alright to embarrass a child in public,” 65.7% answered no. Of the 170 respondents who answered, “is it alright to yell or scream at a child who did nothing wrong,” 84.7% answered no it is not alright.

Of the 170 respondents who answered, “is a parent/caregiver obligated to pay attention to a child when the child is talking to them,” 81.7% answered yes a parents should pay attention to their child. Of the 168 respondents who answered, “is it alright to deprive a child food as a punishment,” 89.3% answered that is was not alright to deprive your child of food as a form of punishment. Of the 168 respondents who answered, “is it a parent/caretakers responsibility to provide meals each day,” 96.4% answered that it is their

responsibility to provide their child with meals each day. Of the 170 respondents who answered, “does inappropriate touching a child’s private areas cause delinquency,” 55.3% answered yes it causes delinquency. Of the 170 respondents who answered “if a child is forced to have sexual contact could this lead to delinquency,” 57.1% answered yes it could lead to delinquency. See Table 4 for more details.

Table 4

Inmates’ Responses to Opinion Questions

Question answered by respondent about parent or caretaker: Inmates	No	Yes	Maybe	No Opinion
Does physical contact (a hit, smack or slap) cause delinquent behavior? (n=168)	n = 59 35.1%	n = 41 24.4%	n = 64 38.1%	n = 4 2.4%
Is it alright to punch or beat a child who misbehaves? (n=169)	n = 135 79.9%	n = 19 11.2%	n = 13 7.7%	n = 2 1.2%
Is it alright to call bad names, ridicule, or belittle a child? (n=170)	n = 152 89.4%	n = 7 4.1%	n = 8 4.7%	n = 3 1.8%
Is it alright to embarrass a child in public? (n=169)	n = 111 65.7%	n = 18 10.7%	n = 37 21.9%	n = 3 1.8%
Is it alright to yell or scream at a child who did nothing wrong? (n=170)	n = 144 84.7%	n = 13 7.6%	n = 11 6.5%	n = 2 1.2%
Is parent/caretaker obligated to pay attention to child when the child is talking to them? (n=170)	n = 10 5.9%	n = 148 87.1%	n = 11 6.5%	n = 1 0.6%
Is it alright to deprive a child food as a punishment? (n=168)	n = 150 89.3%	n = 6 3.6%	n = 11 6.5%	n = 1 0.6%
Is it a responsibility to provide meals each day? (n=168)	n = 2 1.2%	n = 162 96.4%	n = 3 1.8%	n = 1 0.6%
Does inappropriate touching a child’s private areas cause delinquency? (n=170)	n = 14 8.2%	n = 94 55.3%	n = 56 32.9%	n = 6 3.5%
If a child is forced to have sexual contact could this lead to delinquency? (n=170)	n = 8 4.7%	n = 97 57.1%	n = 61 36.9%	n = 4 2.4%

Descriptive Information in Reference to Inmates Opinion on Appropriate Age

The 170 respondents who completed questionnaires were asked to answer questions in reference to how old a child should be to partake in certain activities. First the questionnaire asked “what is the appropriate age for a child to engage in sexual intercourse?” Of the 170 respondents, 83% respondent answered with the mean age of 16 years and 10 months ($\chi^2 = 16.85$, $s = 2.66$); 17% respondents answered “never”. Next, the respondents were asked “at what age is it appropriate for a child to drink alcohol?” The average response was 19 years and six month years old ($\chi^2 = 19.52$, $s = 2.71$); 22% respondents answer “never”. The respondents’ were asked “at what age is appropriate to smoke cigarettes,” 73% of the respondents average response was 18 years and two months old ($\chi^2 = 18.31$, $s = 2.24$); 27% of the respondents answered “never”. The respondents were asked, “at what age is it appropriate for a child to smoke marijuana,” 36% of the respondents average response was the mean age of 17 years and 10 months ($\chi^2 = 17.87$, $s = 2.56$); 64% answered “never”. The respondents were asked, “at what age is it appropriate for a child to use cocaine, crack, heroin, or any other drug,” 16% of the respondents average response was the mean age of 19 years and 10 months ($\chi^2 = 19.88$, $s = 11.16$); 84% answered “never”. The respondents were asked, “at what age is it appropriate to leave your child home alone” 85% of the respondents average response was the mean age of 14 years and six months ($\chi^2 = 14.54$, $s = 2.30$); 15% answered “never”. See Table 5 for more detailed information.

Table 5

Inmates' Opinions on Appropriate Ages

Question answered by respondent about appropriate age: inmates (n=170)	<u>Mean Age</u>	<u>Respondents</u>	<u>Answered Never</u>
What age is appropriate to engage in sexual intercourse? (n=170)	16.85	n=141 83%	n=29 17%
What age is appropriate to drink alcohol? (n=170)	19.52	n=132 78%	n=38 22%
What age is appropriate to smoke cigarettes? (n=170)	18.31	n=124 73%	n=46 27%
What age is appropriate to smoke marijuana? (n=170)	17.87	n=61 36%	n=109 64%
What age is appropriate to use cocaine, crack, heroin, or any other drug? (n=170)	19.88	n=28 16%	n=142 84%
What age is appropriate to leave home alone? (n=170)	14.54	n=144 85%	n=26 15%

Descriptive Information in Reference to Inmates Life Experiences

The 170 respondents who completed questionnaires were asked to answer questions in reference to their actual life experiences; not all respondents answered every question. The first question in this category was “were you abused?” Of the 170 respondents, 27.1% respondents answered they were not abused; 68.8% respondents answered yes they were abused, while 4.1% of the respondents did not answer the question. Next, the respondents were asked to be more specific in reference to this abuse. When the 117 respondents who answered yes they were abused were asked “were you slapped, punched or kicked,” 29.9% of the respondents answered no; 70.1% answered yes. Under the abuse category the next sub

question was “did you have items thrown at you, burned, and/or bones broken,” 60.7% answered no; 39.3% answered yes. The next question asked was “were you emotionally abused?” Of the 170 respondents, 40.6% of the respondents answered no; 55.3% answered yes, while 4.1% respondents did not answer. The next question asked was “were you sexually abused?” of the 170 respondents, 80.0% of the respondents answered no; 15.9% answered yes, while 4.1% respondents did not answer.

The following questions was again broken into more specific categories, “were you neglected?” Of the 170 respondents, 49.4% of the respondents answered no; 45.9% answered yes, while 4.7% respondents did not answer. Under the subcategories the first question was, “were you provided with food daily?” Of the 78 respondents who reported they had been neglected, 20.5% answered they were provided with food daily; 79.5% answered they were not provided with food daily. Of these respondents, 35.9% answered they were provided with a safe place to live; 64.1% answered they were not provided a safe place to live. Of these respondents, 30.8% answered they were taken to the doctors when they were sick; 69.2% answered they were not taken to the doctor when they were sick. Of these respondents, 26.9% answered that they were not allowed to skip school or drop out; 73.1% answered they were permitted to skip school or drop out. Of these respondents, 66.7% answered their parents did watch them and stop them from misbehaving; 33.3% answered their parents did not watch them or stop them from misbehaving.

In the next category the respondents were asked if their “parents or caretakers had shown them love?” Of the 170 respondents, 18.8% of the respondents answered no; 77.1% answered yes, while 4.1% respondents did not answer. Of the 131 respondents under the subcategories that stated they had been shown love, 5.3% of the respondents answered that

their parents did not hug them; 94.7% answered yes their parents hugged them. Of these respondents, 16.8% of the respondents answered no their parents or caretakers did not kiss them; 83.2% answered yes their parents or caretakers did kiss them. Of these respondents, 33.6% of the respondents answered no their parents did not praise them; 66.4% answered yes their parents did praise them. See Table 6 for more information.

Table 6

Questions for Actual Life Experience of Inmates

Questions answered by respondents about life experience: Students (n=170)	No	Yes	No Answer
Were you abused? (n=170)	n=46 27.1%	n=117 68.8%	n=7 4.1%
- Were you slapped, punched, or kicked? (n=117)	n=35 29.9%	n=82 70.1%	
- Did you have items thrown at you, burned, and/or had broken bones? (n=117)	n=71 60.7%	n=46 39.3%	
Were you emotionally abused? (n=170)	n=69 40.6%	n=94 55.3%	n=7 4.1%
Were you sexually abused? (n=170)	n=136 80.0%	n=27 15.9%	n=7 4.1%
Were you neglected? (n=290)	n=84 49.4%	n=78 45.9%	n=8 4.7%
- Were you provided with food daily? (n=78)	n=62 79.5%	n=16 20.5%	
- Were you provided with a safe place to live? (n=78)	n=50 64.1%	n=28 35.9%	
- Were you taken to the doctor when you were sick? (n=78)	n=54 69.2%	n=24 30.8%	
- Were you allowed to skip school or drop out of school? (n=78)	n=21 26.9%	n=57 73.1%	
- Did your parents watch you or stop your misbehaving? (n=78)	n=26 33.3%	n=52 66.7%	
Were you shown love? (n=290)	n=32 18.8%	n=131 77.1%	n=7 4.1%
- Did your parents hug you? (n=131)	n=7 5.3%	n=124 94.7%	
- Did your parents kiss you? (n=131)	n=22 16.8%	n=109 83.2%	
- Did your parents praise you? (n=290)	n=44 33.6%	n=87 66.4%	

SECTION 3

Descriptive Information in Comparison Between Inmates and College Students

There was a statistical significant difference between the age of the Youngstown State University students and Mahoning County Jail inmates ($p = .001$). The average age of Youngstown State University students was 22 years and 2 months ($\chi^2 = 22.21$, $s = 7.30$) and the Mahoning County Jail inmates were approximately 11 years older on average ($\chi^2 = 33.58$, $s = 11.41$).

In section one of the questionnaire, all respondents were asked opinion questions (review Tables 1 and 4). Although their answers varied, comparative statistical test were conducted to see if there were significant differences in their responses. A chi-square test indicated that there was a significant difference between the inmates' and the college students' responses concerning if it was alright to beat a child for misbehaving. The students were more likely to respond "no" it is not; whereas, the inmates were more inclined to respond "yes" it is alright ($\chi^2 = 5.5$, $df = 3$, $p = .05$). That was the only opinion question that a significant difference was discovered.

In section two of the questionnaire, all respondents were asked questions indicating when it was alright for children to engage in various behaviors (review Table 2 and 5). Again their responses varied, but comparative statistical test were conducted to see if those differences were significant. T-tests indicates there were two responses that inmates and college students differed: age it is alright for a child to engage in sexual intercourse; and age it is alright for a child to smoke cigarettes. Although the age differences were statistically different, they only varied by a few months. Inmates indicated that a child could have sexual intercourse at age 16 years and 10 months old; whereas, the college students want the child to

be a bit older at 17 years and 2 months old ($F = 9.98, p = .05$). As for smoking cigarettes, the inmates wanted the child to be slightly older than the college students' expectations. Inmates want children to be 18 years and 4 months old; whereas, the college students indicated 17 years and 11 months was acceptable ($F = 29.9, p = .05$).

Descriptive Information in Comparison to Personal Experiences

The final section of the questionnaire asks respondents about their life experiences (review Table 3 and 6). When reviewing at the personal experiences of the two groups many significant differences were discovered. The respondents were asked if they had been abused as a child and the students were less likely to report that they had been abused; whereas, the inmates were more likely to report that they had been abused ($\chi^2 = 41.7, df = 1, p = .001$). When the respondents were asked to define the abuse more specifically they experienced "were you slapped, punched, or kicked," the students were more likely to report that they had not been slapped, punched, or kicked; whereas, the inmates were more likely to report that they had been slapped, punched, or kicked ($\chi^2 = 17.31, df = 1, p = .001$). When the respondents were asked "did you have items thrown at you, burned, or bones broken," the students were more likely to report that they had not had items thrown at them, burned, or bones broken; whereas, the inmates were more likely to report that they had items thrown at them, burned, or bones broken ($\chi^2 = 36.64, df = 1, p = .001$). When they were asked "were you emotionally abused," the students were more likely to report that they were not emotionally abused; whereas, the inmates were more likely to report that they been emotionally abused ($\chi^2 = 43.34, df = 1, p = .001$). When the respondents were asked "were you sexually abused," the students were more likely to report that they were not sexually

abused; whereas, the inmates were more likely to report that they been sexually abused ($\chi^2 = 30.23$, $df = 1$, $p = .001$).

When the respondents were asked “were you neglected”, the students were more likely to report that they were not neglected; whereas, the inmates were more likely to report that they been neglected ($\chi^2 = 58.87$, $df = 1$, $p = .001$). When the respondents were asked “were you provided food daily,” both groups reported high levels of experiencing hunger ($\chi^2 = 12.18$, $df = 1$, $p = .001$). The inmates report a slightly higher level, enough to make it statistically different but not substantively different. When the respondents were asked “were you provided with a safe place to live,” both groups reported unacceptable levels of living in unsafe environments. The inmates reported a much higher level than the students ($\chi^2 = 24.12$, $df = 1$, $p = .001$). When the respondents were asked “were taken to the doctor when they were sick,” again both groups reported high levels of medical neglect. The inmates were less likely than the college students to see a doctor when they were ill ($\chi^2 = 23.08$, $df = 1$, $p = .001$). When the respondents were asked “were you allowed to skip school or drop out of school,” the students were more likely to report that they were not allowed; whereas, the inmates were more likely to report that they been allowed to drop out or skip school ($\chi^2 = 51.43$, $df = 1$, $p = .001$). When the respondents were asked “did your parents watch you and stop your misbehaving,” the students were more likely to report that they were not allowed to misbehave; whereas, the inmates were more likely to report that they were not supervised by their parents ($\chi^2 = 62.26$, $df = 1$, $p = .001$).

When the respondents were asked “were you shown love by your parents,” both groups report that they had. The college students reported that they were more likely to be shown love than the inmates ($\chi^2 = 30.47$, $df = 1$, $p = .001$). When the respondents were asked

“were you hugged by your parents,” almost all the inmates and college students reported that they had been hugged (96.4% and 94.7% respectively). Although the college students’ percent was higher resulting in a statistical difference, this difference was not substantive ($\chi^2 = 26.56$, $df = 1$, $p = .001$). When the respondents were asked “were you kissed by your parents,” the students were more likely to report that they were kissed by their parents; whereas, the inmates were less likely to report that they had been kissed by their parents ($\chi^2 = 12.76$, $df = 1$, $p = .001$). When the respondents were asked “were you praised by your parents,” the students were more likely to report that they were praised by their parents; whereas, the inmates were less likely to report that they had been praised by their parents ($\chi^2 = 41.18$, $df = 1$, $p = .001$). See Table 7 for more information.

Table 7

Comparison of Answers for Life Experiences of College Students Versus Inmates

Questions answered by respondents about life experience	College Students Responses	Inmate Responses
Were you abused? (yes)	n=117 37.5%	n=117 68.8%
- Were you slapped, punched, or kicked? (yes)	n=89 76.1%	n=82 70.1%
- Did you have items thrown at you, burned, and/or had broken bones? (yes)	n=21 18.0%	n=46 39.3%
Were you emotionally abused? (yes)	n=77 24.7%	n=94 55.3%
Were you sexually abused? (yes)	n=7 2.2%	n=27 15.9%
Were you neglected? (yes)	n=43 13.8%	n=78 45.9%
- Were you provided with food daily? (no)	n=36 83.7%	n=62 85.3%
- Were you provided with a safe place to live? (no)	n=36 83.7%	n=50 64.1%
- Were you taken to the doctor when you were sick? (no)	n=35 81.4%	n=54 69.2%
- Were you allowed to skip school or drop out of school? (yes)	n=24 35.8%	n=57 73.1%
- Did your parents watch you or stop your misbehaving? (no)	n=29 67.4%	n=26 33.3%
Were you shown love? (yes)	n=279 89.4%	n=131 77.1%
- Did your parents hug you? (yes)	n=269 96.4%	n=124 94.7%
- Did your parents kiss you? (yes)	n=237 84.9%	n=109 83.2%
- Did your parents praise you? (yes)	n=237 84.9%	n=87 66.4%

*Note: There was a significant difference between the two groups to every variable in this table

Research Hypothesis and Research Questions

The research hypothesis was that there is a correlation between childhood maltreatment and an increase risk of becoming involved in adult criminality/juvenile delinquency. This was supported. The inmates report more abuse than the college students. Out of 100 students, approximately four reported abuse; whereas, out of 100 inmates, approximately seven reported abuse. Inmates then have approximately a 45% higher chance of victimization than college students.

Based on the information received from the statistics the following research questions were evaluated and answered. Research Question 1. How does the respondent's opinion relate to literature in reference to physical, emotional, and sexual abuse as well as neglect from a parent or caretaker? According to the literature children who experience childhood maltreatment are approximately 59% more likely to become involved in delinquent or criminal behavior (Tuell, 2002, p. 2). Evaluating responses from both groups' shows that the students felt that hitting a child would not cause them to become delinquent (17.7%); whereas, the inmates were more inclined to respond that hitting a child would create a child delinquent (24.4%). When asked if it was alright to punch or beat a child, the inmates where more inclined to respond yes it was alright (11.2%); whereas, the students where less inclined (4.5%). When asked if it was alright to call names, ridicule, or belittle a child, the inmates where more inclined to respond yes it was alright (4.1%); whereas, the students where less inclined (3.2%). When asked if it was alright to embarrass a child in public, the inmates where more inclined to respond yes it was alright (10.7%); whereas, the students where less inclined (9.0%). When asked if it was alright to scream at a child when they have done nothing wrong, the inmates where more inclined to respond yes it was alright (7.6%);

whereas, the students were less inclined (3.5%).

When asked if a parent is obligated to pay attention a child, the inmates where more inclined to respond yes (87.1%); whereas, the students were somewhat less inclined (81.7%). When asked if it was alright to withhold food from a child as a form of punishment, the inmates where more inclined to respond yes it was alright (3.6%); whereas, the students were less inclined (1.9%). When asked if a parent is obligated to provide meals for a child, the inmates where less inclined to respond yes it was alright (96.4%); whereas, the students where more inclined (98.1%). When asked if inappropriately touching a child will lead to delinquency, the inmates where more inclined to respond yes it was alright (55.3%); whereas, the students were less inclined (44.7%). When asked if a child is forced to have sex will it lead to delinquency, the inmates where more inclined to respond yes it was alright (57.1%); whereas, the students were less inclined (48.0%). After reviewing the inmates and college students' responses, both groups recognize what abuse/neglect entails. They both also recognize that it is harmful and leads to negative consequences for the victims. The inmates, having reported more instances of victimization, illustrate the concept that abuse leads to delinquency/criminality.

Research Question 2. How does the respondent's opinion relate to literature in reference to what age is appropriate for engaging in sexual activities; alcohol, cigarette, and drug usage, as well as an appropriate age to be left at home alone? According to laws in the United States, the appropriate age for a child to have consensual sex is approximately 16 years old; each state in the United States fall under state law and ages differ. The appropriate age for a child to legally consume alcohol is 21 years old; to legally smoke cigarettes is 18 years old; to legally use drugs would be never; and to be left home alone it is recommended

that the child is 12 years old. Evaluating responses from both groups shows that in more cases the inmates felt that a child should be slightly older than the students rated the appropriate age. When asked what is the appropriate age for a child to engage in sexual intercourse the students chose approximately four months older than the inmates chose. When asked, what is the appropriate age for a child to consume alcohol, the students chose approximately five months younger than the inmates chose. When asked, what is the appropriate age for a child to smoke cigarettes, the students chose approximately five months younger than the inmates chose. When asked, what is the appropriate age for a child to smoke marijuana the students chose approximately three months older than the inmates chose. When asked, what is the appropriate age for a child to use cocaine, crack, heroin, or any other drug, the students chose approximately ten months younger than the inmates chose. When asked, what is the appropriate age for a child to be left home alone, the students chose approximately four months younger than the inmates chose. The majority of the respondents agreed with the legal ages recommended. Most of the respondents felt that the use of controlled substances should never occur without prescription

3. How, specifically, the respondents personal experiences with physical, emotional, and sexual abuse as well as neglect, and love/approval from a parent or caretaker may have affected their lives? When comparing the actual life experience of the respondents to determine whether the students would have less delinquency than the inmates we were unable to specifically determine if any of the students had ever been involved in any delinquency whereas, the inmates were presently being confined. The inmates reported more abuse than the students but to try and conclude a positive result would be misguided due to lack of knowledge of criminal delinquency of the students.

When respondents commented on questionnaire the students did not specifically state any delinquency but there were a few comments on some abuse. One respondent stated that he was “beat” and he turned out fine; another stating he had his mouth washed out with soap; several reporting spankings. The inmates’ comments on the other hand, were more extensive and reported abuse and results of childhood maltreatment. One inmate stated that her mother never loved her and her father introduced her to drugs; another stating “I was beat near to death by a step-parent...homeless and addicted to drugs by 14 and convicted of my first felon by age 15; another inmate stating “my mother was promiscuous and my son and I both became pimps, now we are in prison for murder;” and yet another stating that his parents physically abused him and he took refuge with a neighbor who supplied him with alcohol and drugs and then began to sexually abuse him. See Appendix C for student and inmate responses to the request for any information that they thought would help the researcher on this topic.

CHAPTER V

SUMMARY AND CONCLUSIONS

This research project focused on how childhood maltreatment affects children in regards to delinquency and adult criminality. It also examined society's understanding of child maltreatment by comparing the knowledge possessed by two diverse groups, inmates and college students. In order to accomplish this, the researcher used a confidential questionnaire which was dispersed to the two groups of respondents. The first set of questionnaires was dispersed to 500 students at Youngstown State University, while the second set was dispersed to 500 inmates at the Mahoning County Jail. The respondents were then asked to provide information on their personal opinion in reference to child rearing and maltreatment, as well as specific personal information in reference to whether they themselves had been abused during their childhood. The descriptive statistics supported the hypothesis that there is a correlation between childhood maltreatment and delinquency.

The research hypothesis, childhood maltreatment is positively linked with an increase in juvenile delinquency and/or adult criminality, was supported. The following research questions were evaluated: Research Question 1. How does the respondent's opinion relate to literature in reference to physical, emotional, and sexual abuse as well as neglect from a parent or caretaker? After evaluating responses from the students and inmates, both groups agreed with the literature that childhood maltreatment does correlate with juvenile delinquency; although the inmates were more likely to answer positively.

Research Question 2. How does the respondent's opinion relate to literature in

reference to what age is appropriate for engaging in sexual activities; alcohol, cigarette, and drug usage, as well as an appropriate age to be left at home alone? After evaluating responses from the students and inmates, both groups agreed with the literature on appropriate ages; but in most questions the inmates rated a slightly older age than the students rated as appropriate age.

Research Question 3. How, specifically, does the respondents' personal experiences with physical, emotional, and sexual abuse as well as neglect, and love/approval from a parent or caretaker affected their lives? When comparing actual life experience, although inmates were more likely to report childhood abuse, we were unable to specially determine delinquency in students; therefore, we were unable to draw a positive conclusion.

This information is important to this field when considering prevention and intervention for juveniles who have been maltreated during their lifetime and to reduce adult criminality. It is important to understand how children react and interact with society under stressful situations in order to create programming that would assist the child in becoming a healthy and productive adult in society, rather than becoming part of the adult criminal justice system. It is also important to understand how maltreatment affects males versus females and how each form of abuse affects children mentally, physically and behaviorally. For example, one of the male inmate respondents stated that his mother was very promiscuous and he became a pimp as an adult. Whereas, a female inmate stated her mother was continuously leaving her with strangers which led to her molestation.

Need for Intervention

If childhood maltreatment and delinquency can be linked, then intervention for these

children must be more fully developed. Research indicates that anywhere from “40 to 80% of juvenile sex offenders” were childhood victims of a sexual crime themselves and these offenders have a “42% higher reconviction rate” (Prevent Child Abuse, 2005, p. 2). If children such as Gacy and Kemper could have been removed from their abusive situations, or had received some form of treatment which specifically addressed the maltreatment they faced, would they have killed? Treatment personnel must look at more than one variable when deciding what treatment path to take. Although this study was designed to assess only the correlation between delinquency and childhood maltreatment, these results could be used to help formulate treatment or intervention methods for abused children. Preventative measures, such as anger management classes, education for both the parent and child, and family linkage with health and human services, may assist these children. This in turn can prevent them from ending up in the criminal justice system (Cicchetti and Carlson, 1993).

Educating the public on what is childhood maltreatment may help prevent children from being abused or neglected. If the public learns to recognize symptoms and behaviors related to childhood maltreatment, then as a community we can reduce the number of victims of childhood maltreatment. This in turn may lower the number of people incarcerated. The cost to incarcerate an inmate is approximately \$39,000 per year. There are approximately 2,300,000 prisoners incarcerated in the United States at a cost of approximately 89 billion dollars a year (Walmsley, 2009).

Prevention and Intervention

Under the Juvenile Justice and Delinquency Prevention Act of 1992, states are required to analyze their gender-specific treatments. Facilities should, according to the

Juvenile Justice and Delinquency Prevention Act of 1974, address community-based services, counseling, mentoring, alternative education, and job development support. When discussing types of counseling, facilities should consider individual, group and family therapy (Juvenile Justice and Delinquency Prevention Act, 2002).

Individual therapy would allow the juvenile the opportunity to discuss, with a professional, specific matters that he/she may not be able to discuss in front of others. It would also give the therapist the opportunity to address unresolved issues pertaining specifically to that juvenile. When dealing with child abuse victims, the therapist may have to deal with many emotional symptoms such as anger, denial, fear, self-blame, helplessness, low self-esteem, and guilt. These juveniles have learned not to trust other people; therefore, they may not be ready to discuss what happened to them in the beginning of this therapy. These juveniles need to be afforded the opportunity to express themselves in an environment where they feel safe and this process may take some time. Juveniles who were sexually abused may not be able to tell a group of people about their experiences. They will need to be able to “ventilate their feelings, ask questions, and replay abusive incidents in order to resolve issues” (Thompson and Rudolph, 2000, p. 439).

In group therapy the juveniles are given the opportunity to speak with their peers about issues that may trouble them. This type of therapy allows them to learn that they are not alone in their feelings. They hear from their peers’ appropriate and inappropriate ways to deal with day-to-day issues. They are able to realize how different situations are handled can make a difference in how society reacts to their behavior. For example, the child who has learned that hitting is a way to deal with anger may be able to better understand that talking is a better way to deal with the same feelings (Thompson and Rudolph, 2000).

Family counseling affords the juvenile and their family members an opportunity to deal with interaction and relation issues inside their specific family. The therapist will work with the family and the juveniles to discuss interventions that would allow them to alter the issues that have created the behavior the juvenile exhibited to get into trouble. The family would be able to work on specific interventions under the guidance of the therapist. They would be able to discuss ways in which the intervention was working for them and not working for them. Changes could be made to adjust certain intervention process while still working on important issues (Thompson and Rudolph, 2000). If Dahmer's parents would have told a therapist about the dog heads on sticks, then he could have had help at an early age and the 17 men that he killed may still be living today.

Along with counseling, the juveniles should be afforded the opportunity to receive educational benefits. For example, over half of the teenage girls who are abused drop out of school (Zahn, et al., 2010). It then becomes important that this issue be addressed in order to create programs that would assist the girls in receiving their high school education. After the girls receive their high school education they should be afforded the opportunity to take part in job training, college, or vocational training. Sending the girls back into the world without teaching them how to support themselves would be futile. Education and job skills provide the means to pay for a place to live and support themselves and any children they may have.

Another important component would seem to be mentoring programs. These juveniles cannot be expected to enter a facility and be processed through programs and then sent into the world without good, lengthy after care programming. Under programs such as Alcoholic Anonymous, the alcoholic person is informed they must find a sponsor to assist

them on their journey. These juveniles have not been able to form normal adult-child relationships. Through counseling, they begin to form a healthy adult-child relationship. Assigning them a role model they can continue to call upon, would also afford them the opportunity to discuss issues and hopefully make good decisions. They need to understand that they can have normal relationships with reliable adults. They also need to live life knowing someone will always be there for them, not hurt them, and/or not expect something in return.

Everyone can understand and see the physical differences between male and female juveniles but until recently few have been able to see the differences in how abuse/neglect impacts them (Zahn, et al., 2010). Understanding that the female juvenile offender is drastically different from the male juvenile offender is an important first step. Providing preventative measures to stop problems that lead to juvenile delinquency would be ideal, but unfortunately, it seems unrealistic at this point. Therefore, we must attack these issues head on and strive to assist these juveniles in any way possible to help them heal. With facilities changing, although slowly, juveniles can be seen as people. Individual maltreatment issues can be addressed and each juvenile can be treated with these differences in mind. Most importantly, we must remember that these juveniles will be raising the next generation's juveniles; how far do we want the cycle to continue?

Possible Solutions

Consider that “60% of boys and 80% of girls who are sexually victimized are abused by someone known to the child or the child’s family” (Prevent Child Abuse, 2005, p. 2). Studies also suggest that 46% of child molesters are non-family members who are known to

their victims by way of parents, through their school (teachers, scoutmasters or coaches), day care workers, volunteers and employees of other youth serving organizations, clergy, and neighbors (Gorran, 2006). When these children begin to act out, rather than just punish the child's behavior, the system should also try to find the reason for the behavior. This will assist treating that child appropriately. Perhaps you could also save numerous other children from the person who was offending. i.e., the parent or caretaker, the teacher, daycare worker, coaches, clergy, etc. Understanding the symptoms of child maltreatment could save the children as well as society the billions of dollars it spends to incarcerate these children in their adulthood.

Studies suggest that symptoms, risk, and protective factors vary from female to male delinquents (Zahn, et al., 2010). Girls may try to avoid an emotional experience or try to escape a recurrent or ongoing unpleasant, painful or difficult experience in their life. Others may try to avoid the negative activities thus isolating themselves from supportive people by running away. The abuse that happens in these girls' lives may be, and is probably considered, a recurrent or ongoing unpleasant, painful, or difficult experience. Some problems that may increase the risk of juveniles running away are: child abuse or neglect, alcohol or other drug use, or even death in the family that is not handled appropriately (Zahn, et al., 2010).

Characteristics or personality traits these girls would attain through these abusive acts should be taken into account. Girls tend to have a low self esteem, develop eating disorders, may demonstrate extreme behavior (become aggressive or passive), become truant, engage in high risk behavior (drinking underage, drug usage, or promiscuity); they have poor peer relationships and they may lack in their emotional, intellectual, or even physical development

(Landes, Quiram, and Jacobs, 1995). These traits may also impact their education. Dropout rate is another consideration when looking at female juvenile offenders and the abusive acts. Girls may drop out for several reasons: poor grades, marriage, pregnancy, and feeling that they do not belong. When they run away from home it becomes impossible to continue their education (Papalia and Olds, 1995).

When considering why female juvenile offenders commit crimes you must consider all of the above facts. If the female juvenile offender has been abused and has runaway she may be trying to leave the bad situation. If the female juvenile offender is arrested for drinking under age she may be using alcohol to “runaway mentally” from her situation or she may be drinking with friends in order to fit in with peers. If a female juvenile offender learns from her surroundings that the best way to deal with anger is to act aggressively, she may need to work on her social skills and anger management. To choose the proper treatment program for these female offenders one must inquire into her history in order to discover specific needs which may have to be addressed. There may be significant differences between each female’s treatment. The important thing would be to discover the underlying cause of the female offender’s behavior.

Limitations

A limitation to this study would be a misunderstanding of what information was being sought on the questionnaire. Since it was a pen and paper questionnaire the researcher could not answer any question or address any concerns from the respondents. Many respondents stated that hitting a child for discipline would be considered an appropriate behavior. If the researcher would have been able to discuss the questions with the

respondents a different result may have been obtained. The questionnaire asks the respondent if they feel hitting, slapping, or smacking a child could cause a child to become delinquent; perhaps, respondents were reading the question and thinking that if they smacked a child on the bottom it would not cause delinquency. If the question stated that the hitting would be excessive or leave marks the respondent may have had a better idea of the intent of the researcher.

Many respondents did not answer specific questions. This may be due to privacy issues. The respondent may have seen the subject matter as being very personal in nature. Another limitation is that there were only two populations examined. In the future other diverse groups should be surveyed. Future research should consider surveying juvenile justice facilities; at this age the child would concurrently be experiencing maltreatment and delinquency. Another recommendation by many respondents would be to survey additional younger students in the school system.

Summary

Everyone can understand and see the physical wounds that childhood maltreatment creates in these children's life; as a society we need to begin to understand and see that childhood maltreatment alters a child's life physically. The physical damage that is being inflicted on these children also affect society in a negative way. At what point do we intervene and allow these children an opportunity to heal the physical damage created by poor parenting skills? We must intervene and prevent childhood maltreatment early enough to stop these children from becoming a statistic in the juvenile justice system or eventually, the adult criminal justice system. Once they become a part of the justice system, they

become the financial responsibility of all the tax payers who chose to ignore their cries for help when they were acting out in their homes, their schools, and even society.

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Appendix A

Questionnaire

to him or her?

YES NO MAYBE NO OPINION

9.) Is it alright for parents or caretakers to deprive a child of food as a type of punishment?

YES NO MAYBE NO OPINION

10.) Is it a parent or caretaker's responsibility to provide meals each day for his/her child?

YES NO MAYBE NO OPINION

11.) Do you believe that inappropriately touching a child's private areas of his/her body cause the child to later engage in delinquent or criminal behavior?

YES NO MAYBE NO OPINION

12.) If a child is forced to have any sexual contact with a parent or caretaker, do you believe it will lead the child to later engage in delinquent or criminal behavior?

YES NO MAYBE NO OPINION

Please Place Your Answer on the Line Provided

13.) At what age is it alright for a child to engage in sexual intercourse?

14.) At what age is it alright for a child to drink alcohol? _____

15.) At what age is it alright for a child to smoke cigarettes? _____

16.) At what age is it alright for a child to smoke marijuana? _____

17.) At what age is it alright for a child to use cocaine, or crack, or heroin, or any other drug? _____

18.) At what age is it alright for a parent or caretaker to leave a child home alone?

Please note that the following questions are personal in nature. If you are not comfortable answering them, please leave them blank - No one will know who you are!

19.) When you were a child, were you abused in any of the following ways by your parents or caretakers? (please check all that apply)

- Physical (slapped, punched, kicked)
- Physical (items thrown at you, burned, and/or broken bones)
- Emotionally (ignored, ridiculed, called bad names, screamed at)
- Sexually (private areas touched, forced to have sex)

20.) As a child were you neglected by your parent or caretaker in any of the followings

ways? (please check all that apply)

- Not provided with food daily
- Not given a safe place to live
- Not taken to the doctor when you were sick
- Allowed to skip school or drop out of school
- Parents did not watch you and did not stop you from misbehaving

21.) Did your parents/caretakers show you love as you were growing up in the following ways? (please check all that apply)

- Hugged you
- Kissed you
- Praised you

22.) Please feel free to add any information that you may think could help the researcher on this topic?

If any of the questions has caused you to feel uncomfortable or any stress, please contact Counseling Services. Thank you for your time and insights!

Appendix B

Letter to Sheriff Wellington asking for permission

Youngstown State University
Elizabeth MacDonald and Dr. Tammy King
Department of Criminal Justice
One University Plaza
Youngstown, Ohio 44555-3091

February 9, 2009

Sheriff Randall Wellington
Mahoning County Sheriff's Department
110 Fifth Avenue
Youngstown, Ohio 44503

Dear Sheriff Wellington:

My name is Elizabeth MacDonald and I attend Youngstown State University working on my Master's degree in Criminal Justice. My bachelor's degree was in Human Development and Family Studies. I am working on my thesis and I am interested in discovering the correlation between child maltreatment and delinquency in order to assist with future preventative programs for adolescents.

To complete this study I would like your permission to have your staff hand out questionnaires to the inmates at your facility. I have included a copy of the questionnaire. All responses from the inmates would remain anonymous and confidential at all times only being used for data collection purposes.

A postage paid envelope has been included with each questionnaire. The results will be provided to you after completion of the study. Thank you for your time and consideration.

Sincerely,

Elizabeth MacDonald, B.S.

Tammy King, Ph.D

Appendix C

Comments from Respondents

Comments from Youngstown State University Students

<u>Survey # and Student Comments:</u>
13 - I am not sure of appropriate age for sex but I hate smoking
17 - I feel that no child should be treated unfair; every child needs love and care
20 - I consider hitting a child discipline not abuse
35 - I think that hitting your child should be allowed; my parents beat me and I turned out just fine
39 - I was shown love and care by my grandparents
42 - I believe you are able to punish a child by spanking, but not beating them senseless or not for fun, when they are in trouble
53 - Although I don't feel removing food as a punishment is ok it would be alright to remove snack food
78 - Different children act our in different ways, if a trend shows that abused children tend to become criminals then the risk must be high but it doesn't always happen
79 - Appropriate age of consensual sex should be 18 years or older
98 - I think it is ok to spank or wash a child's mouth out with soap
101 - My parents did everything for me and if I got into trouble I got punished
105 - I believe that if you spare the rod you spoil the child
116 - There are some who overcome and others with no negative input in their lives who still end up with a terrible life
117 - I had two loving parents and still became a drug addict
124 - It is very hard to remember good things about my childhood; things get jumbled when your parents emotionally put you down and I still get it
133 - Metal spatula, wooden spoons, belts, and open hands were frequently items used for spankings
150 - My mother grew up in a time when hugs, emotions, and expressions of love were not expressed or taught as good parenting; discipline was the rule
154 - I was allowed to skip a day of school for being a good student like a personal day at work
166 - don't feel for really any age that those questions have an answer; I put in an age that society typically starts

168 - I feel parents are responsible for their children; they should pay attention to them or not have children
173 - I feel parenting plays a key role in how your child will act as an adult and how they will treat their children in the future
186 - I believe in spanking if all else fails, but not in an abusive way
187 - I feel it is ok to spank but not so a child has bruises
192 - I don't consider a 'whoopin' abuse; it was just because I acted up
193 - I feel children need to be disciplined; and a spanking or swat across the face shouldn't be considered abuse; I feel that many children get away with too much because their parents do not believe in spanking
196 - I was not neglected in any way although I was 'whooped' but I deserved it; I love my life and how my mother raised me
197 - Just because you are abused does not mean they all become delinquent but I believe they will become a high risk
201 - I was spanked and slapped and given no candy if I didn't eat dinner
215 - I think this survey should be taken into the middle schools and high schools and a follow-up done
217 - I feel that some of these ages depend on the maturity level of the child; hard drugs should never be tried because they are addicting
235 - I was home schooled and my dad was verbally abusive sometimes
242 - I was spanked as a child as a form of punishment for deterrent and I am not emotionally scarred from it
247 - Technically, only the child can decide an appropriate ages
253 - I was sexually abused by parental friend
254 - I feel children should be given discipline deemed necessary by sane parents
258 - Legalize marijuana
266 - Though I feel a child should not try drugs or cigarettes I did try at about 18
267 - I was sexually abused by a older sibling but it only happened once
268 - Maybe there should be another box that says I have not been neglected
281 - Most problems are determined to be found in biological traits; being abused throughout my life did not make me a criminal
308 - Children who misbehave should be punished; I was paddled
312 - Every child is different but without discipline (illegible) part of growing up

Comments from Mahoning County Jail Inmates

<u>Survey # and Inmate Comments:</u>
5 - At least one parent should be home with the kids at all times to teach them; not both parents working all the time
12 - My brother and I were raised by our aunt and she had three children of her own; we were raised in poverty
21 - Time outs are good for certain problems but a good smack on the ass is a punishment that a child will remember the most, but only once in awhile
27 - Never be afraid to talk to your child
32 - You should follow up with kids in school to see exactly how abuse effects lives
34 - A 'whoopin' or a spanking is not child abuse
35 - Children need discipline not violence and constant love and support; maybe I would be different today
43 - It depends on situation, if two adults are talking then a child should wait until they are done talking; this would not be neglect
45 - Some questions should be asked that weren't; you should be addressing these questions to children
50 - I remember the old wooden spoon but only when I was bad; a swat on the butt from age 6 to 9 for discipline is ok but I do fully believe in love and affection in the home
51 - If you can go to war and buy cigarettes at 18 you should be able to buy alcohol
52 - Children deserve to live in a home not some group home or institution
53 - My parents used to touch me in ways that felt good; I feel it is normal to touch kids; I like to go the park and watch kids and **** or sit on a bench while watching kids go up and down on the sliding board
54 - The parent should always take time out for a child
58 - This survey is about young adults who grow up with the same problems; do it with younger children

61 - A person is a child to at least 15 years old; a parent should be responsible to begin with to develop their child into a healthy productive citizen in the world; Age birth to 7 - love the child and teach by example; 8 to 14 - explain and teach responsibility and make the child understand liability; 15 to 21 - the child is your friend and an extension of your thoughts with his/her own unique identity and environment
63 - I had a loving family
64 - I had a good mother
65 - When a mother understand the child, things will go well, because they can help their children with their problems before they happen
66 - Not all parents are bad just misguided
67 - I think children are the future of the planet and therefore should be treated with dignity and respect so they will treat people in their lives the same way
69 - My mother never loved me like a mother should love a child so I looked for love in all the wrong places; I wasn't allowed to see my dad until my mom kicked me out and I had to live with him where I was introduced to drugs
71 - I am here because the above questions were not instituted with my childhood; you have to make sure that they are all instituted and important or you have improper child rearing; teach good from bad
72 - Most kids my age smoke marijuana and use cocaine; I will not lower my standards to do so
79 - All these b**** need to stay at their jobs and stop trying to take a n***** money; stop playing dumb a** tricks take care of their men and they would have a good life
80 - Parents also neglect when they are involved in a relationship with a person who does not like the children; so the parent neglect the child to please their partner
82 - I don't know if being mistreated is an excuse to break the law and if it is at what age does said person become responsible for their own actions; if you spend your life pointing fingers than you will never take responsibility for your actions
83 - I was beat near to death by a step-parent; I have been a homeless crack and heroin addict since I was 14 years old; I am a multiple felon having been convicted of my first felon at age 15 years old
84 - It depends on the way you were raised
85 - Kids need discipline not abuse, they need to learn what is right and what is wrong from their parents; it is their responsibility to teach them what is right and wrong
89 - There would be no prison and no wars if every parent mastered how to parent their children

94 - Without biblical principals in everyone's life we will have big problems and when you are not secured in your eternal destiny life sucks
95 - I am doing 23 years for murder; my oldest is doing 13 years for murder; I feel it is genetic and environmental; I have issues with my mother and father; my mother was promiscuous and now I am; I have six children with five women; I am disrespectful to women because of things my mother did; I was a pimp and now my son is a pimp
98 - I think a child should be able to smile and just be a child
99 - I was in a foster home from ages 1 to 6 years old and adopted 16 to 17; many problems I face are a direct result of the dysfunctional early years of my life; I am not just talking about my trouble with the criminal justice system; I am thinking partners, relationships and various addictions all have been because of my first 6 years of my life
101 - Any child raised proper knows right from wrong; if my girl did wrong she would look to see my reaction; that tells her to recollect her thoughts; I never needed to hit her
105 - I was brought up in a loving home and still got into trouble; like doing drugs and getting into trouble but that was my bad choices
107 - I think the justice center is a joke, no medical, dental or psychiatric help; lock them up and throw away the key
108 - As a Muslim my answers reflect Islam; you may have to spank a child but not to hurt them only to show them a consequence and only to rear them and some kids just make the right decision just from a look from their parent
109 - You should show your kids the right things instead of the wrong things
110 - There is different situations with different people; you really need to talk to the person in order to get the right information for this type of survey
112 - I don't think it is fair to put the parents at the top of the list because the kids will almost do as they wish with or without parents in their life; you can have a good upbringing and have a bad turnout
113 - Parents need to talk to their kids and be a part of their lives and get them into good activities; there is nothing wrong with a 'whoopin' but you have to talk to your children and help them learn not to make bad choices; a parent has to show a good example of right from wrong
114 - the parents or caretakers don't always see what is going on
117 - I think abuse could effect a child in the long run; if it is ok for the parent to do it then it is ok for me to do it
119 - I don't blame my parent for their actions but growing up around drugs and violence and not getting attention made me feel like I could do drugs and break the law

120 - I feel that a crack on the butt for some things is appropriate punishment but not an everyday occurrence; a parent must show their authority
121 - A neighbor molested me at an early age; he gave me alcohol, marijuana, and hash; I didn't know it was wrong, it felt wrong; it was a big secret; I can still feel the old "f****" and how he smelled, his touch too. I know he knew I would be ruined but that was a part of his power over me; my parents physically abused me
123 - My father was not a part of my life so it was hard for me to be a father when I had kids; if my father would have been around I would probably be at home instead of doing 25 to life
124 - I was abused but I also had a safe place to go; a Christian center daily where we had a bible study there
125 - I was raised in a picture perfect home with picture perfect parents and I still live at home and want to go to college; help me to go to college
127 - It is good for a child to have both parents when growing up
129 - It is wise to treat children with respect and love they are far from stupid so we should listen to them and nurture their ideas; we should correct them when needed but it is better to speak and not use heavy hands; a parent grows with their children
133 - First I would like to say something about our crimes; it is our fault cause we are the ones that did the crime; we are the ones who reacted from it
137 - The law takes the punishment out of the parents hands; we give kids too much authority; I believe in smacking that ass; kids hide behind the law, that's why there are so many in jail; laws tie their hands; child calls 911 and the parent goes to jail, it is too easy for the kids
138 - Sometimes a person can go through things and it makes them stronger but most don't know how to let go and move on so they do things against the law and use drugs to numb the pain; their childhood stays with them for the rest of their lives. Parents need to stop leaving their kids with people they don't know because sometimes it is those people who ruin a child's life as in my situation
143 - as a parent you should love your child no matter what and be the best parent you can be for them; thank you for coming up with these questions
144 - We need more counseling for our youth
146 - I was brought up this way so I raised my children the same or worse
149 - You should be able to smack your kids; it depends on circumstances
150 - While I think parenting is hard, you should not do so unless you are stable already
155 - I am a registered sex offender but never touch any children in my life so I hope this helps me by filling this out
157 - I wasn't sure about the answer for number 20

159 - It is possible to rise above the pattern of abuse but it takes outsiders to guide and reprogram the child; my being a survivor of child abuse did not contribute to any criminal activity; not being believed by adults when I told them and to have it continue through my teen years made prison seem like a safe haven at age 17

160 - I would like to talk to someone about school

161 - Television has changed how our children are being brought up; today's living are causing our children to be lazy; parents are supposed to be hard on their kids

162 - Physical punishment is ok; beating or abuse is not ok

165 - We need more education on how abuse effects children, especially sexual abuse effect the child later in life

168 - For questions 13-18, I believe those are the ages they are mature enough to make decision on their own; whether is has an adverse or positive outcome; we learn from our mistakes and consequences in life

***Some statements were inappropriate and reworted to leave out unnecessary language

Appendix D

Human Research Approval Letter

August 31, 2009

Dr. Tammy King, Principal Investigator
Ms. Elizabeth MacDonald, Co-investigator
Department of Criminal Justice
UNIVERSITY

RE: HSRC PROTOCOL NUMBER: 15-2010
TITLE: Child Maltreatment: Is There a Correlation Between Child Maltreatment and
Delinquency?

Dear Dr. King and Ms. MacDonald:

The Human Subjects Research Committee of Youngstown State University has reviewed your response to their concerns regarding the above mentioned protocol and determined that your protocol now meets YSU Human Subjects Research guidelines. Therefore, I am pleased to inform you that your project has been fully approved.

Please note that your project is approved for one year. If your project extends beyond one year, you must submit a project Update form at that time.

Any changes in your research activity should be promptly reported to the Human Subjects Research Committee and may not be initiated without HSRC approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the Human Subjects Research Committee.

We wish you well in your study.

Sincerely,

Peter J. Kasvinsky
Associate Provost for Research
Research Compliance Officer

PJK:cc

c: Atty. Patricia Wagner, Chair
Department of Criminal Justice