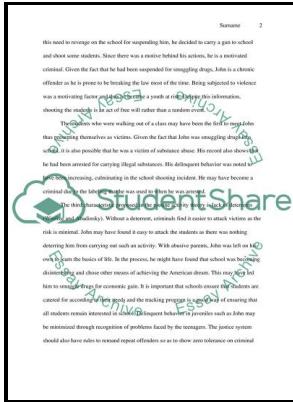


# Schools and delinquency

Cambridge University Press - The National Center on Education, Disability and Juvenile Justice



Description: -

Problem youth -- Education -- United States  
Problem children -- Education -- United States  
Education and crime -- United States  
Deviant behavior -- United States -- Prevention  
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## **The Development of Delinquency**

But poor socialization practices seem to be more potent in disrupted neighborhoods McCord, 2000. These findings should inform program design and the selection of interventions.

## **Linking School Performance and Delinquency**

However, the sexes appear to become more similar with time in rates of all but violent crimes.

## The Development of Delinquency

Delinquency in girls, as well as boys, is often preceded by some form of childhood victimization Maxfield and Widom, 1996; Smith and Thornberry, 1995; Widom, 1989. In addition, abused and neglected children start offending earlier than children who are not abused or neglected, and they are more likely to become chronic offenders Maxfield and Widom, 1996. At the workshop, Dishion argued that these findings point toward needed changes in school policy.

## The Development of Delinquency

PREDICTION Many children exhibit aggressive behavior at an early age, but most do not persist in this behavior as they mature. Victims of childhood abuse and neglect are also at higher risk than other children of being arrested for a violent crime as a juvenile Maxfield and Widom, 1996. The effect of family size on delinquency was reduced when parents' criminality was taken into account.

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Ultimately, they conclude that students who perform better are more likely to finish school than those who have lower grades. Thus, even to the extent that some neighborhoods have larger proportions of persons with clinically identifiable physical and psychological problems, these problems may themselves be due to neighborhood conditions.



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