Juvenile Justice, Pre-Incarceration Risks:

KUMU Mapping

M Alexandra Clarke

Service-Learning Expo Submission
Derived from HUSV 3570, Fall 2018

Step 1:

Defining & Specifying a Topic

Original Topic: Criminal Justice

Researched uniquely impacted demographics:

1. Ex-felons, re-entry to communities
2. Females
3. Minorities
4. Youth/Juveniles

Looked at Incarceration as a 3-step process:

1) Prevention
2) Intervention
3) Rehabilitation

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Narrowed Topic:

Criminal Justice System

⇊

Juvenile Justice

Incarceration

⇊

Pre-Incarceration Risks

Step 2:

Beginning to Map a System

Map 1: Lists & Words

Juvenile Justice Systems Mapping Outline

Elements

Prison Systems

- Prisons
- Jails
- Interactions with ex-convicts

Legal System

- Public Opinion
  - Racism; more likely that children of color are incarcerated
  - War on drugs
    - Petty crimes are more heavily punished; smoking weed
- Opinions of the state
  - Some more likely to convict than others
- Federal and State laws
  - Fair or corrupt?
- Judicial system
  - Sentencing

Juvenile Detention Centers

- Retention Rates
- Environment within these Juvenile Centers

Public Policy

Environment

- Neighborhood
- The "norm" of neighborhood
- Violence/safety?

Education System

- Are they able to go through high school?
- School's involvement into conflicts resolution
- School's role in educating about crime/violence
- Parent's education level
- Ties into family, financial status, employment

Socioeconomic Backgrounds

- Concentrated Poverty
- Criminal activity in result of desperation to provide?

Family

- Lack of Moral guidance
- Violence within the home
- Gang Violence
- "Youth from multiproblem homes with alcohol- or drug-abusing parents exhibit risk-taking behaviors, are more likely to engage in drugs and alcohol abuse themselves, and are more likely to be arrested as juveniles (Widom, 2000)."

Mental Health Access

- "There is a significant amount of research that suggests a reciprocal link between adolescents with learning disabilities and adolescents involved in offending activities."
-

Employment of parents

- Ability to watch/discipline their children?
- Are they more neglectful due to circumstances; i.e. have to work more, can't afford childcare
- Role models?

Financial Status / Income

- Related to Employment of parents
- Opportunity to work part-time
- Future options (university, employment)

Crime Risk

- Cities, neighborhoods

Exposure to violence

- Peer Pressure
- Involvement with family members

Social Services

- Counselors
- Housing Services
- Medicare/Medicaid
- Related to Financial Status and Mental Health Access

Truancy

- Poor education standards
- Poor school attendance

Drugs/Alcohol

What value does this approach provide?

Pros:

Gathering content prior to visualization.

Do what is easier and more intuitive, before translating it into something more complex.

Starting from a broad pool of information.

Allows for us to start with as much as possible before narrowing our scope.

Simple way to combine the thoughts and contributions of multiple team members.

Requires less consistency and coherence amongst member's additions.

Cons:

Complicated and confusing to look at.

More challenging to digest & comprehend than a visual.

Is a list of information, rather than a system map at all.

Displays no analysis on any overarching system, and instead is simply a list of elements.

Does not lead to the insight (and lessons) that the process of visual systems mapping often does.

No obvious way to engage in the on-going learning that thinking through the intricate connections between elements in a visual map can stimulate.

Map 1 ↠ Map 2

Changes to be made:

Ineffective Text Format	↠	Translate to Visual/Graphic Format
Seemingly independent Elements	↠	Display Connections between Elements
Excessive information on each Element	↠	Create clear & self-explanatory Elements

Map 2:

‘Octopus’ Map

What value does this approach provide?

Pros:

Begins to account for the connections between Juvenile Justice & other elements.

The arrows show that Juvenile Justice is related, and intimately connected, to other elements.

Succinct and precise elements.

Rather than having to read through an overwhelming amount of written information, the elements are easy to decipher.

Simpler and more effective way to convey information to a viewer.

Allows a viewer to scan and make more sense of the content than would be possible in full-text form.

Cons:

Does not account for any connections between elements.

Ignores relationships between elements, and depicts them as though largely independent from one another.

Wrong interpretation of what a 'system' actually is, and how it works in practice.

In a system, elements intersect with one another to form a road map. Rather than Juvenile Justice being an element itself, this collective effort results in various Juvenile Justice outcomes - it is the end-result, while the elements are their connections are the means.

Map 2 ↠ Map 3

Changes to be made:

‘Juvenile Justice’ at the core	↠	Re-evaluate the Map without ‘Juvenile Justice’ being explicitly in it at all
All Elements connect to one central point	↠	Create Connections between Elements
All Connection arrows point outwards	↠	Consider the direction of Connections

Map 2:

Inter-connected Map

What value does this approach provide?

Pros:

De-centralized elements, with equal weighting and no central focus.

'Juvenile Justice' has been removed as a core element, and instead the complex nature of a system - the roadmap - is visible and far more accurate.

Connections exist in multiple directions.

The connections (arrows) flow both into and out of elements, as well as between elements, showing the complex and intertwined relationship they have with one another.

Cons:

Doesn't convey commonalities of elements.

There are likely to be some elements that are very closely associated with one another, but this is not obvious in an un-categorized map.

Some elements are biased and/or too broad.

Non-neutral elements cannot be experienced equally by all potential actors, while elements that are too broad are impractical to consider. Both therefore do not serve o accurately display a system.

Element connections are unspecified.

No details about how the connections between elements work, beyond the mere fact that they exist - such as whether there is a positive or negative correlation in the relationship.

Map 2 ↠ Map 3

Changes to be made:

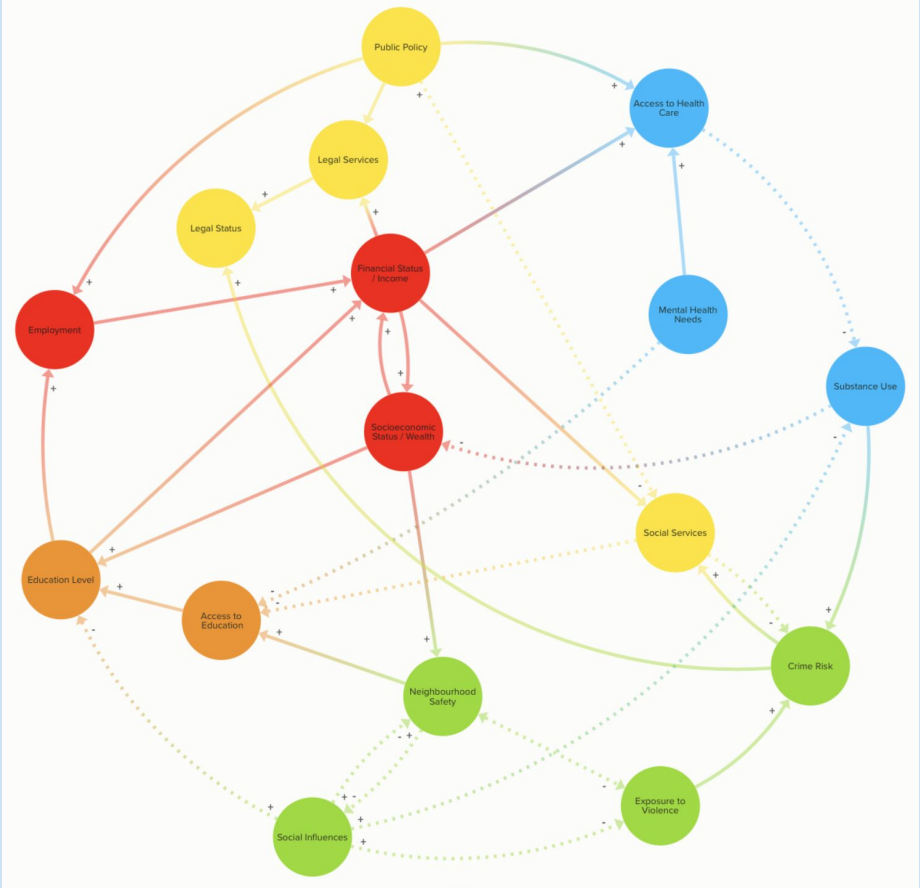
Some elements are vague/unspecific	↠	Specify and elements where necessary
Not all elements are neutral (eg. Poverty)	↠	Reframe elements to ensure objectivity
Commonalities among elements not explored	↠	Categorize elements
Imprecise Connections between Elements	↠	Add additional Connections and show the Positive/Negative nature of each Connection

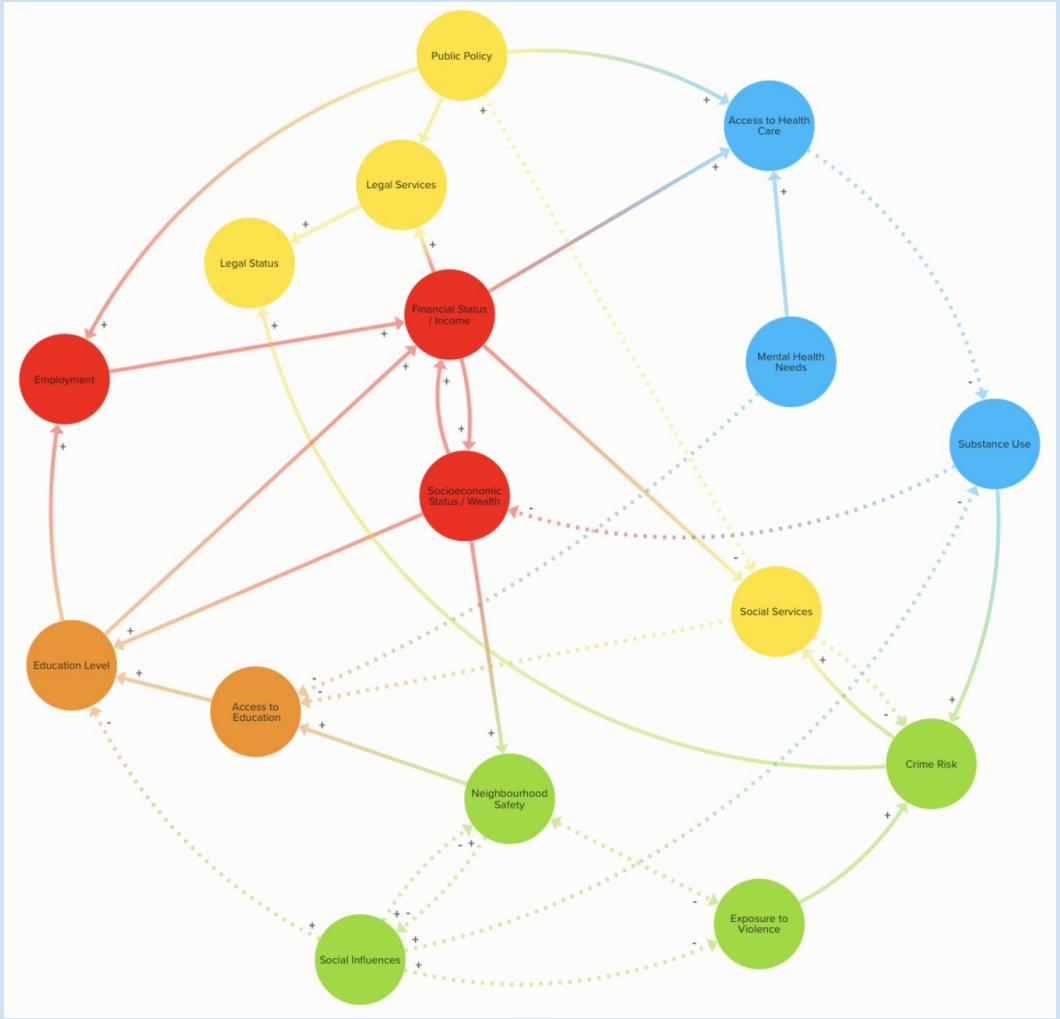
Step 3:

Draft ↠ Final Map

Map 3 - Final:

Categorized Map

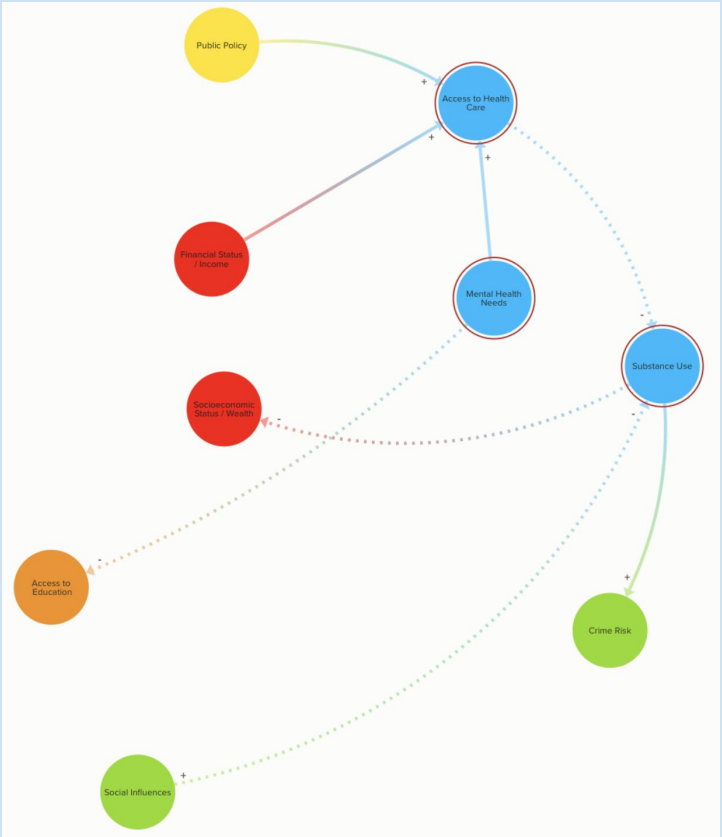




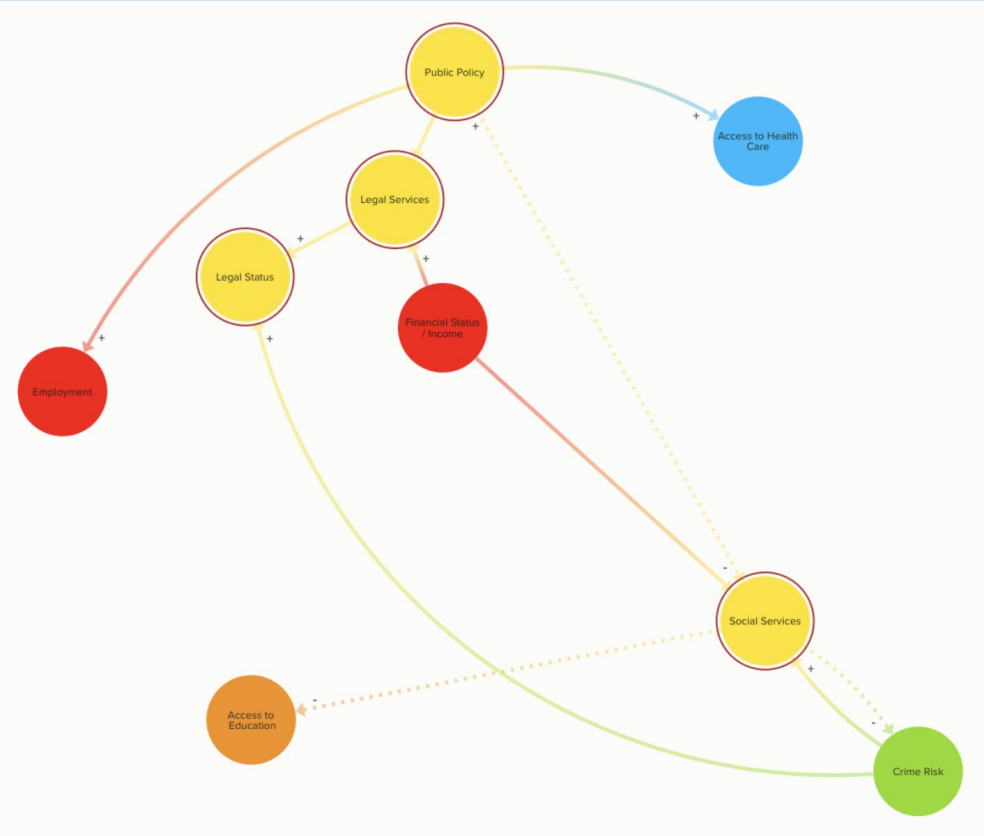
Legend

- Healthcare
- Legal & Political
- Social
- Education
- Finance

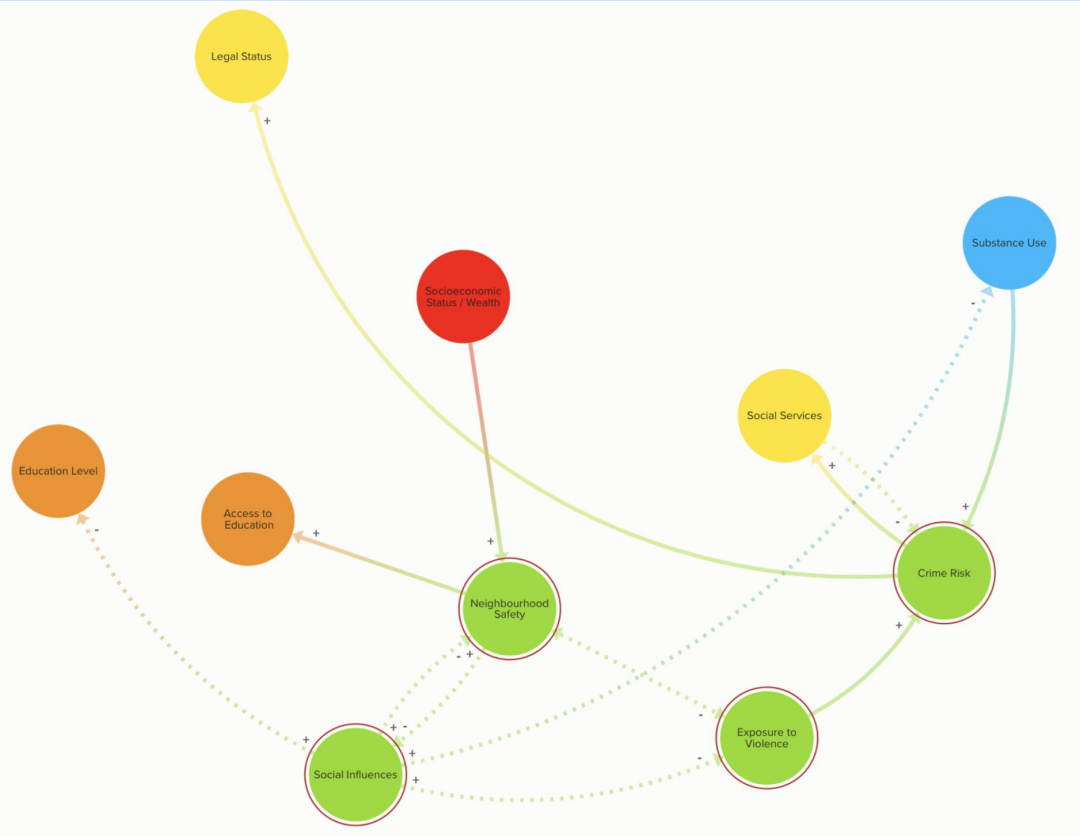
Healthcare


Public Policy
Access to Health Care
Financial Status / Income
Mental Health Needs
Substance Use
Socioeconomic Status / Wealth
Access to Education
Crime Risk
Social Influences

Legal & Political



Social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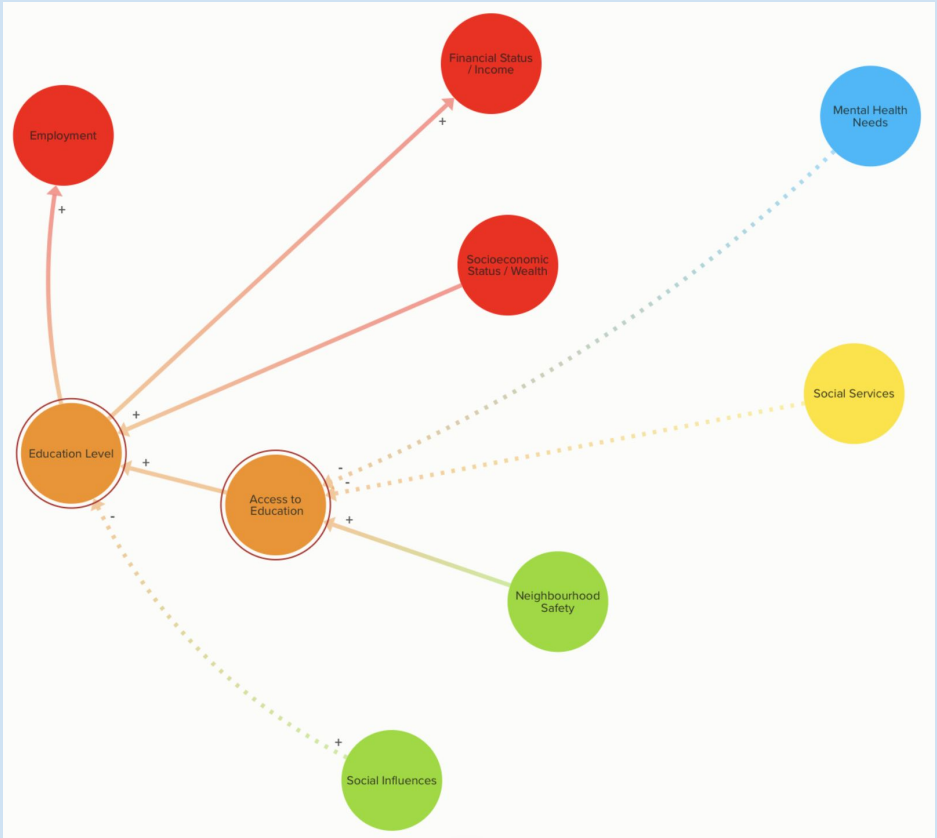
Substance Use
Socioeconomic Status / Wealth
Social Services
Education Level
Access to Education
Crime Risk
Neighbourhood Safety
Exposure to Violence
Social Influences

Education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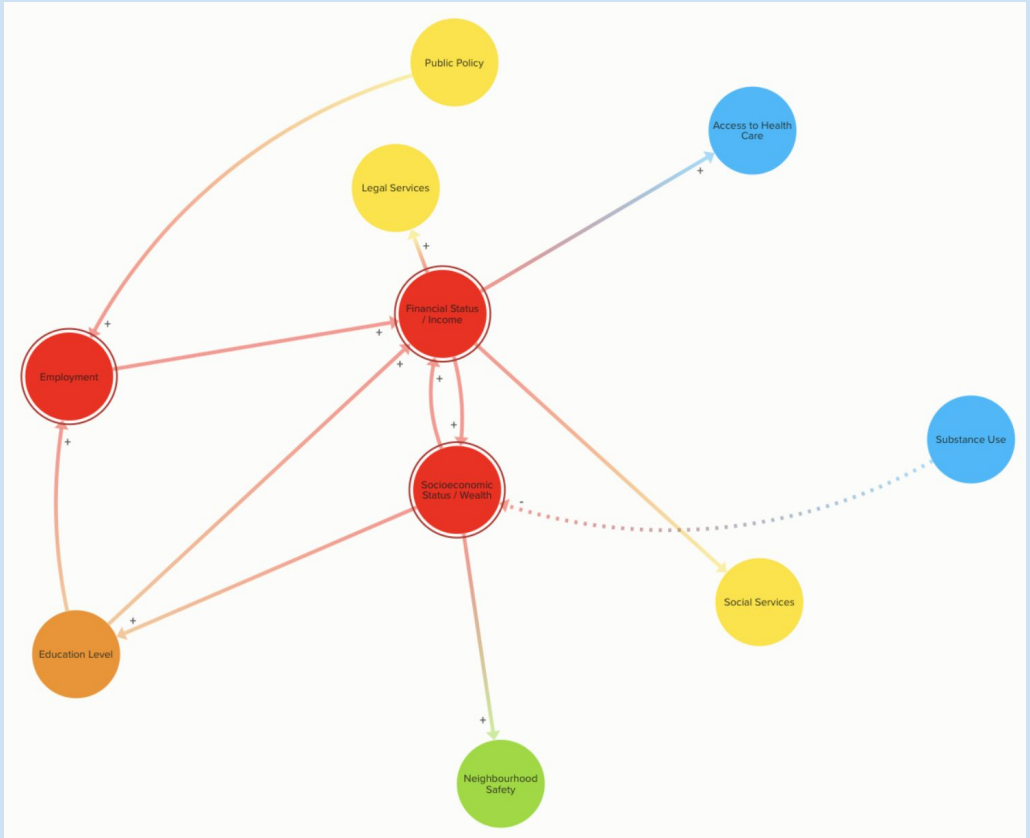
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