

## Appendix 'A'

### REFERENCES

- Bandura, A., *Social Learning Theory*. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.
- Banner, J. and Mathews, F. *Newspaper Coverage of Youth Gang/Group Activity in Metropolitan Toronto*. Toronto: Central Toronto Youth Services, 1993.
- Banner, J., Ryan, C., and Mathews, F. *A Demographic Study of Youth Gangs/Groups in Metropolitan Toronto*. Toronto: Central Toronto Youth Services, 1993.
- Becker, H., *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press, 1963.
- Berkowitz, L., and LePage, A., "Weapons as aggression-eliciting stimuli," in *Journal of Personality and Social Psychology*. Vol. 7 (1967), pp. 202-207.
- Brannigan, A., and Caputo, T. *Studying Runaways and Street Youth in Canada: Conceptual And Research Design Issues*. Ottawa: Ministry of Supply and Services, 1993.
- Canadian Social Trends. Statistics Canada. Violent Youth Crime. No. 26, Autumn, 1992.
- Cloward, R., and Ohlin, L. *Delinquency and Opportunity*. Glencoe, Illinois: Free Press, 1960.
- Cohen, A., *Delinquent Boys: The Culture of the Gang*. New York: Macmillan, 1955.
- Darley, J.M., and Latanne, B. "Bystander intervention in emergencies: Diffusion of responsibility," in *Journal of Personality and Social Psychology*, Vol. 8 (1968), pp. 377-383.
- England, R., "A theory of middle-class juvenile delinquency," in Vaz, E.W. (Ed.), *Middle-Class Juvenile Delinquency*. New York: Harper & Row, 1967.
- Erikson, K., "Notes on the Sociology of Deviance, in Becker, H. (Ed.), *The Other Side: Perspectives on Deviance*. New York: Free Press, 1964.
- Ferri, E., *Criminal Sociology*. Boston: LittleBrown, 1901.
- Furnham, A.F., *Lay Theories: Everyday Understanding of Problems in the Social Sciences*. New York: Pergamon, 1988.
- Haskell, M.R., "Toward of reference group theory of juvenile delinquency," *Social Problems*, Vol. 8, (Winter, 1961), pp. 220-230.
- Hirschi, T., *Causes of Delinquency*. Berkley, California: University of California Press, 1969.
- Jeffery, C.R., "An integrated theory of Crime and Criminal Behaviour," *Journal of Criminal Law, Criminology and Police Science*, Vol. 50, (March, 1959), pp. 533-552.
- Latanne, B., and Darley, J.M., "Group inhibition of bystander intervention," in *Journal of Personality and Social Psychology*, Vol. 10 (1968), pp. 215-221.

Lerner!, E., *Social Pathology*. New York: McGraw-Hill, 1951.

Mathews, F., *Familiar Strangers: A Study of Adolescent Prostitution*. Toronto: Central Toronto Youth Services, 1989.

Mathews, F., *Youth Gangs/Groups in Metropolitan Toronto: A Discussion Paper*. Toronto: Central Toronto Youth Services, 1990a.

93

Mathews, F., *An Exploratory Typology of Youth Gangs in Metropolitan Toronto*, Toronto: Central Toronto Youth Services, 1990b.

Mathews, F., "Reframing gang violence: a pro-youth strategy," *Journal of Emotional and Behavioural Problems*, Vol. 1 No.3, (1992), pp. 24-28.

Mathews, F. "Understanding youth gang/group violence: an interactional model." Paper presented in keynote address to *Violence and Youth Conference*, Ottawa, Ontario, March 1, 1993. Sponsored by Ottawa Youth Services Bureau, the Ottawa Board of Education, and community partners.

Mathews, F. *What's So Funny About The Abuse of Boys and Young Men*. Toronto: Central Toronto Youth Services, 1993a.

Mathews, F., Banner, J., and Ryan, e. *Youth Violence and Dealing With Violence in Our Schools*. Proceedings of the Youth Officers Training Seminar, Ontario Police College. Aylmer, Ontario:

Queen's Printer, 1993.

Mathews, F., and Stermac, L., *Adolescent Sex Offenders: A Tracking Study*. Toronto: Central Toronto Youth Services, 1989.

Matza, D., *Delinquency and Drift*. New York: Wiley & Sons, 1964.

Merton, R.K., *Social Theory and Social Structure (2nd edition)*. New York: Free Press, 1957.

Quinney, R. *Criminal Justice in America*. Boston: Little-Brown, 1974.

Reckless, W.e., *The Crime Problem*. New York: Appleton-Century-Crofts, 1961.

Ryan, e., Mathews, F., and Banner, J. *Student Perceptions of Violence*. Toronto: Central Toronto Youth Services, 1993a.

Ryan, e., Mathews, F., and Banner, J. *A Role For Police in the Anti- Violence Community School*. Toronto: Central Toronto Youth Services, 1993b.

Shaw, e.R. and McKay H.D., "Social factors in Juvenile delinquency," in *Report on the Causes of Crime*, National Commission on Law Observance and Enforcement - Report #13. Washington, D.e.:

U.S. Government Printing Office, 1931.

Sheldon, W.H., *The Varieties of Delinquent Youth*. New York: Harper, 1949.

Spergel, I., *Racketviiiie, Slumtown, Haulberg: An Exploratory Study of Delinquent Subcultures*, Chicago: University of

Chicago Press, 1964.

Strodbeck, F.L. and Short, J.F., "Aleatory Risks Versus Short-Run Hedonism in Explanation of Gang Behaviour," *Social Problems* Vol. 12, (Fall 1964) pp. 128-129.

Sutherland, E. and Cressey, D. *Criminology*. Philadelphia, Pennsylvania: Lippincott, 1970.

Tannenbaum, F., *Crime and Community*. New York: Columbia University Press, 1939.

Thrasher, F.M., *The Gang*. Chicago: University of Chicago Press, 1926.

Tomson, B. and Fielder, E.R., "Gangs: A Response to the Urban World," in Tomson, B. and Fielder, E. (Eds.), *Gang Delinquency*. Monterey, California: Brooks/Cole, 1975.

Whyte, W.F., *Street Corner Society*. Chicago: University of Chicago Press, 1955.

-----

## Appendix 'B'

### THE GUELPH COMMUNITY'S RESPONSE TO YOUTH GANGS / GROUPS AND YOUTH VIOLENCE

The City of Guelph, Ontario began to identify a problem with youth gangs in the summer of 1989. They realized that their schools were becoming a major recruiting area for gangs. They also discovered that young people involved in gang/group activity were using weapons including guns and that there was a high degree of fear among the student population.

The Guelph community recognized early that a community partnership was necessary to better understand what was going on and determine how they could address the problem. They formed an ad hoc group to examine the problem further. The ad hoc group included representatives from police, education, probation, Crown Attorney's Office, corrections, community agencies, parents, and victims. The group drew up a number of recommendations and then approached the School Boards with their plan. School Boards were initially shocked by the information presented by the group. When the schools realized the seriousness of the problem they became partners in what evolved into the Wellington County Task Force on Youth Violence.

Task Force was formed to "develop and maintain cooperative strategies and share resources to reduce the incidence of youth violence and youth gang activities." The Task Force's over-riding philosophy is "to pursue not only a community-based framework of crisis intervention to decrease youth violence, but to provide youth with opportunities to develop more responsible and pro-social behaviour, to increase their coping strategies, and to design programs on a preventative model, focusing on building the self-esteem of the young person."

The Task Force encountered no major barriers to the development of their model. Their only remarkable struggle was against the widespread ignorance about the seriousness of the problem on the part of School Boards and the general public. The Task Force's first step was to educate their members. They initiated programs such as "Principal Awareness", "Adopt-a-Cop", "Adopt-a-School" and a "job shadowing" program where police and school officials exchanged jobs for a week. They also initiated an "anti-gang" curriculum module for grade eight students and a comprehensive Violence in Schools Policy.

The Task Force outlined eight objectives for their partnership between School Boards and law enforcement agencies.

Objective 1: To continue to provide an information base for member agencies and communities

Objective 2: To clearly define the issues and coordinate and clarify the roles of the participating agencies.

Objective 3: To continue to provide resources for agencies to co-ordinate and develop in-service programs

Objective 4: To further develop community awareness of the problem, the existence of the committee, and strategies for community action.

Objective 5: To act as an advocate to petition significant individuals and groups to reduce the incidence of youth violence in Wellington County

Objective 6: To further develop and co-ordinate prevention programs

Objective 7: To assist in the development of programs and events to enhance parental/guardian awareness

Objective 8: To encourage support systems for victims of youth violence.

.95

The Guelph community feels they have had success in reducing the amount of youth violence and gang/group activity in schools. The partners of the Guelph model attribute their success to the time they took to develop trust and mutual support among members and the fact that they established a mission statement, clear roles for members, a variety of public awareness, educational, and prevention programs, and a comprehensive school violence policy. They also identify the following principles as foundational to their success.

1. They proceeded slowly.
2. They involved a diverse range of partners with a stake in the issues.
3. They kept the group to a manageable and functional size.
4. They selected their membership on the basis of shared purpose and objectives.
5. They maintained an open communication link with other agency and community partners who, though not at the table, could provide input or receive information.

Though careful to point out that youth violence and youth gangs/groups have not been entirely eliminated they feel they have made significant progress. By building effective community partnerships and empowering students, parents, victims, professionals, and educators with supports, services, and relevant information, the Guelph community has demonstrated a high level of commitment to the well being of students and the safety of their schools.

96

## Appendix 'C'

### INTERVIEW

#### GUIDES

##### • Youth Questionnaire

Thank you for agreeing to help us with this study. The purpose of the research is to help tell the story of young people involved in youth gangs. Schools, social services, and others need to know what you think so they can assist young people. Your responses will be kept totally confidential. Your name will never appear in any report written about this study. I would like your permission to tape record the interview to ensure I don't miss any of the important things you say.

1. How do think most young people view youth violence in our society?
2. Is the problem of gangs serious in your opinion?
3. What is a gang?
4. Are gangs a problem in schools? In what way?
5. Why do you think young people join gangs?
6. Do guys and girls get involved in gangs for the same reasons?
7. Are there any young people who are more likely to get involved in gangs man others?
8. Why do you think you decided to get involved with a gang?

Prompts: - what did you think you would get out of it? - what did you get out of it?

- did you think you might get into trouble with the law?

9. How long have you been/were you involved with a gang(s)?
10. What is the average size of a gang? Do young people join more than one gang? Why? Why not?
11. How important is a gang's name?
12. What kinds of illegal or other activities do gangs do?
13. How do gang members see their illegal activity?
14. Are there gangs that other gangs are afraid of?
15. Do young people under the age of 12 ever get involved in gangs' What role do these younger kids play?
16. Are weapons used by gang members? What types? Why? When?
17. How does a young person get out of a gang?

18. Compare yourself before and after being involved in a gang.
19. If you were not in a gang what do you think you would be doing?
20. What have your experiences been like with police, social services, schools, courts, since you got into trouble?
21. What role do you think police can play in response to youth violence/gangs.
22. What role do you think schools can play?
23. What role do you think social services can play?
24. What role do you think government can play?
25. What do you think young people need to keep them from getting involved in gang activity?
26. If you were given the job of helping young people involved in gangs what would you do?
27. If you knew another kid was going to get into a gang what would you tell them?
28. What do you think will happen if we do not help young people involved in gangs?
29. How well do you think young people involved in gangs understand the Young Offenders Act.
30. Do you think there are any racial overtones in most gang fights?
31. Is there anything else you would like to add to your comments before we finish the interview?

• Adult/Front-line Personnel Questionnaire

Thank you for agreeing to help us with this study. The purpose of the research is to help tell the story of young people involved in youth gang/group activity. We would like to learn your perspective on this phenomenon in order to provide information to government and other agencies/organizations interested in developing a comprehensive service response. Your responses will be kept totally confidential. Your name will never appear in any written report about this study. I would like your permission to tape record the interview.

1. How do you view youth violence in our society?
2. Is the problem of youth gangs serious in your opinion?
3. What is a gang?
4. Are gangs a problem in schools? In what way?
5. Why do you think young people join gangs?
6. Do guys and girls get involved in gangs for the same reasons?
7. Are there any young people who are more likely to get involved in gangs than others?
8. What is the average size of a gang/group? Do young people join more than one gang?
9. How important is a gang's name?

10. What kinds of things do gangs do?
11. What kinds of illegal activity do gangs commit?
- 98
12. How do you think gang members see their illegal activity?
13. Are there gangs that other gangs are afraid of?
14. Are there persons that youth gangs are more likely to pick on?
15. Do young people under the age of 12 ever get involved in gangs? What role do these younger kids play?
16. Are weapons are used by gang members? When? Why? What types?
17. Under what circumstances do gang members use weapons?
18. How does a young person get out of a gang?
19. Describe your approach to dealing with gangs or youth in gangs?
20. What problems hinder our ability to help suppress gang formation or assist young people involved in gang activity?
21. What role do you think police can play in response to youth violence/gangs.
22. What role do you think schools can play?
23. What role do you think social services can play?
24. What role do you think government can play?
25. What role do you think parents can play?
26. What do you think young people need to keep them from getting involved in gang activity?
27. If you were given the job of helping young people involved in gangs what would you do?
28. What do you think will happen if we do not help young people involved in gangs?
29. Do you think there are any racial overtones in most gang fights?
30. How well do you think young people involved in gangs understand the Young Offenders Act.
31. Are you aware of any coordinated community response strategies that have been developed in response to youth gangs?
32. Is there anything else you would like to add to your comments before we finish the interview?

• Victims of Youth Gang/Group Violence Questionnaire

Thank you for agreeing to help us with this study. The purpose of the research is to help tell the story of young people involved in youth gangs. We are also interested in learning about the experiences of those who have been

victimized by youth gangs/groups. Schools, social services, and others need to know what you think so they can assist young people. Your responses will be kept totally confidential. Your name will never appear in any report written about this study. I would like your permission to tape record the interview to ensure I don't miss any of the important things you say.

99

1. How do think most young people view youth violence in our society?
2. Is the problem of gangs serious in your opinion?
3. What is a gang?
4. Are gangs a problem in schools? In what way?
5. Why do you think young people join gangs?
6. Do guys and girls get involved in gangs for the same reasons?
7. Are there any young people who are more likely to get involved in gangs than others?
8. Why do you think gangs pick on or hurt others?
9. Is there any person(s) a gang is more likely to pick on?
10. What is the average size of a gang? Do young people join more than one gang? Why? Why not?
11. How important is a gang's name?
12. What kinds of illegal or other activities do gangs do?
13. How do gang members see their illegal activity?
14. Are there gangs that other gangs are afraid of?
15. Do young people under the age of 12 ever get involved in gangs? What role do these younger kids play?
16. Are weapons used by gang members? Why types? Why? When?
17. Compare yourself before and after being picked on/hurt by a gang.
18. What have your experiences been like with police, social services, schools, courts, since you got picked on/hurt?
21. What role do you think police can play in response to youth violence/gangs.
22. What role do you think schools can play?
23. What role do you think social services can play?
24. What role do you think government can play?
25. What do you think young people need to keep them from getting involved in gang activity?
26. If you were given the job of helping young people involved in gangs what would you do?

27. If you knew another kid was going to get into a gang what would you tell them?

28. What do you think will happen if we do not help young people involved in gangs?

29. What can we do to best support or assist young people who are picked on or hurt by youth gangs?

100

30. How well do you think young people involved in gangs understand the Young Offenders Act.

31. Do you think there are any racial overtones in most gang fights?

32. Is there anything else you would like to add to your comments before we finish the interview?

101