



# Emerging Adulthood

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# Emerging Adulthood in Criminal Justice

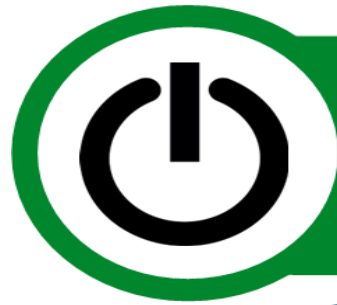
- First coined in 2000 by Jeffrey Arnett
  - Transition from a child who is dependent on parents/guardians for supervision and guidance into a fully mature, independent adult who engages as a productive and healthy member of society
- Criminological crossroads
  - Early onset continues
  - Involvement wanes
  - Serious involvement begins
- Criminal justice field defines “emerging adults” as individuals transitioning from childhood to adulthood, ages 18 to 25

# Other Factors to Consider

- Neurobiology and psychology
  - Cognitive and emotional intelligence continue to development into a person's mid-20s and beyond
- Sociological
  - Key milestones such as education, employment and marriage are occurring later in an individual's life
- **Recognize each person's journey is unique**

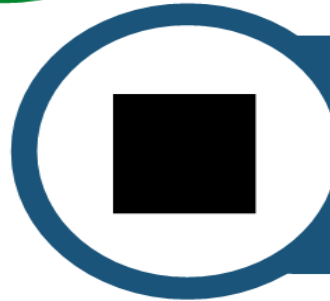
# Learning Objectives

- 1) Identify the features that distinguish the period of “emerging adulthood” from other development stages**
- 2) Review the science on brain and social development**
- 3) Discuss practical approaches for translating relevant research into effective practice and responses.**



## START

What could you *start* doing to integrate today's learning into your program?



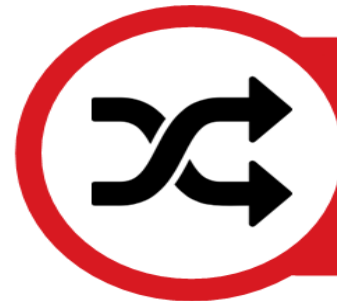
## STOP

What could you *stop* doing to avoid current problems?



## CONTINUE

What's still working that you want to *continue* to do?



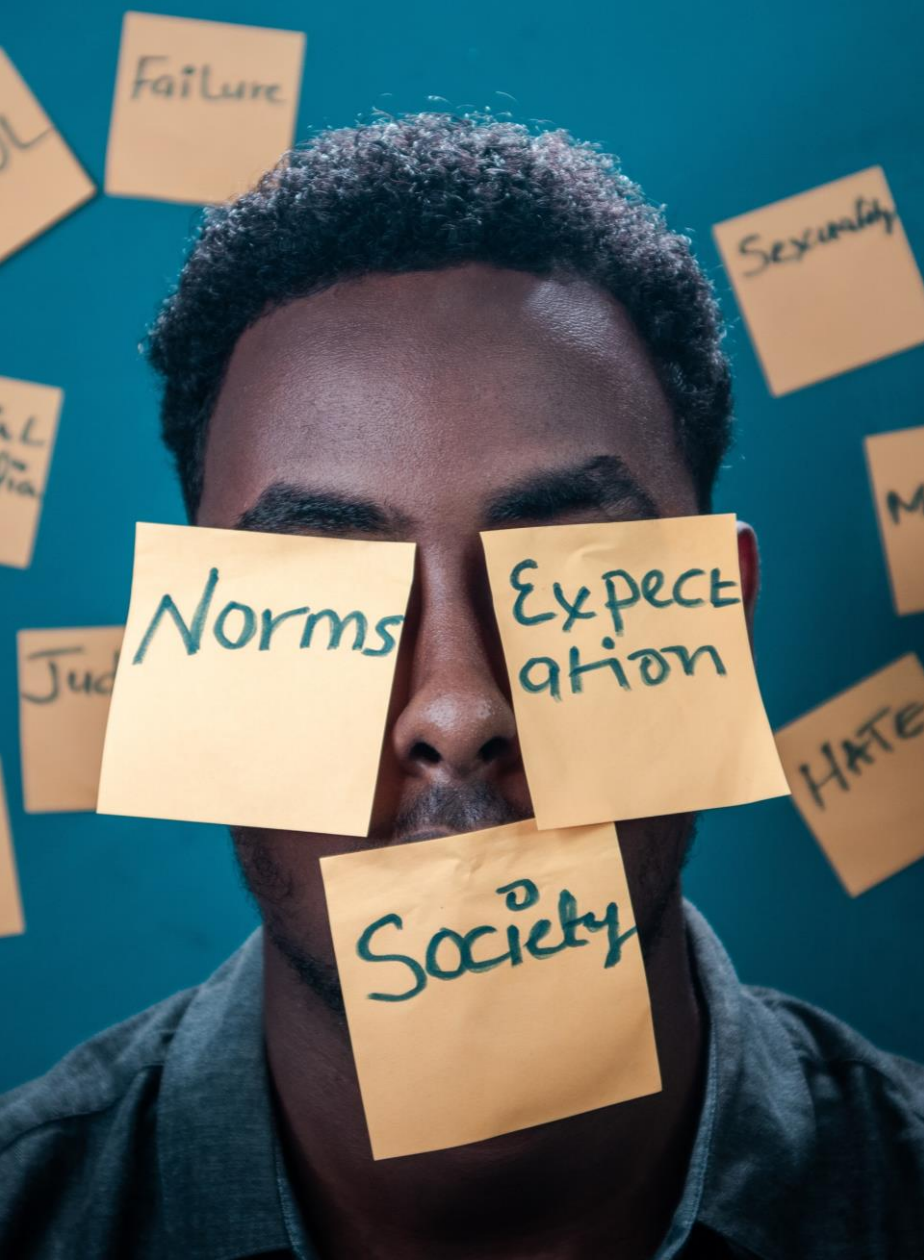
## CHANGE

What needs to *change* to bring the desired outcome?

**Consider how the content of this session can be applied.**

# Reflection

- Think of a participant that particularly frustrates you. Perhaps you have said the following :
  - *When will they learn?*
  - *I'm tired of putting out fires.*
  - *What were they thinking?*
  - *They keep making excuses.*
  - *They don't care.*
  - *I care more than them.*
  - *Their desire to get high is more important than their freedom.*



# What leads to such behaviors?

- Varied internal and external factors
- Important factors to consider:
  - Stages of cognitive brain development
  - Impact of trauma on the developing brain
  - Societal and historical trauma
  - Impact of varied substances on the developing brain
    - Marijuana
    - Opiates
    - Alcohol

# Let's Chat!

- Name some of the goals of participants in your treatment court
- What are some of their greatest successes?
- Greatest challenges?



# Necessity of focused efforts

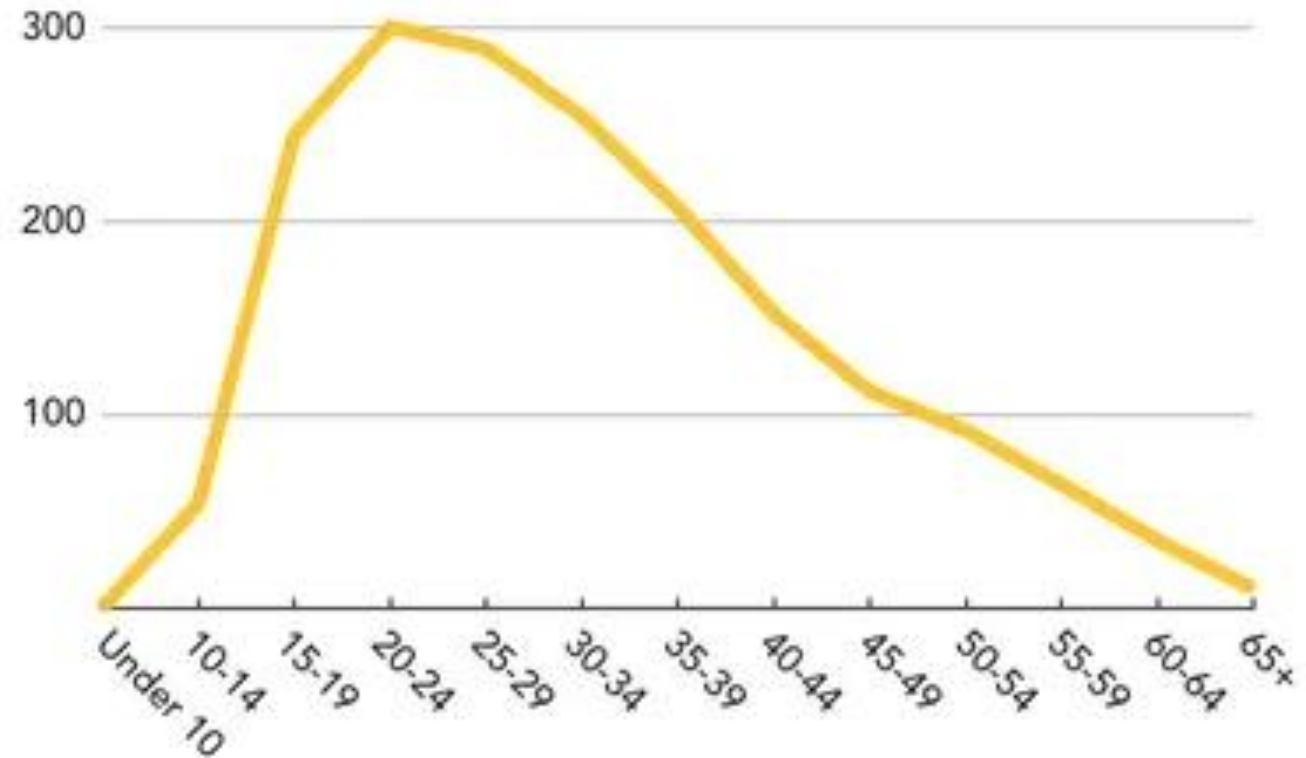
- 18 is not a fixed point – social construct
- Move from theory to scientific findings to practice
- Growing awareness & adaptations of treatment modalities and criminal justice interventions for this unique population.
- Age/crime curve



## Age/Crime Curve

### Arrest rates for violent offenses spike before age 24 and then decline

Number of arrests for violent offenses in 2018  
per 100,000 people in each age group



Sources: FBI, *Crime in the United States 2018* Table 38 and  
U.S. Census Bureau, Annual Estimates of the Resident  
Population by Single Year of Age and Sex for July 1, 2018

# Age Crime/Curve Facts

- Not all offense types have the same persistence
- Drug dealing and possession of weapons had highest likelihood of duration and persistence into early adulthood
- Marijuana use had one of the longest durations, 2-4x longer than theft and violence
- 10-20% of individuals started offending during early adulthood
- 40-60% of justice involved youth stop offending by early adulthood
- If persistence occurs from adolescence to adulthood there is a period of increase in the severity of offense specifically lethal violence

# Brain and Social Development





# Understanding Adolescent & Young Adult Behaviors and Motivations





**What do you see happening  
in this photo?**

WHAT BEHAVIORS AND  
CHARACTERISTICS IS THIS  
YOUNG MAN SHOWING?



# Sound familiar?

- Forgetful
- Impulsivity
- Prone to risk-taking and/or reckless
- May show poor judgment
- Unsure of long-term goals
- Moody
- Night schedules
- Enjoys shock factor





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# Research: Cognitive, Emotional, Social and Behavioral Development

- Self Control

- Lack ability to plan, coordinate thinking and emotion, and weigh the costs and benefits of a risky decision
- Youth who scored high on self-regulation fare better than those that cannot

- Future Orientation

- Focus is on the “here and now”
- Less likely to think long term

- Move from Abstract Thinking

- Ability to reason and process information is developed
- Impacted by a lack of history, lack of real-world situations as compared to adults
- Less efficient in processing information as adults

- Peers

- Exploring self-direction
- Sense of belonging
- More likely to change their behavior due to peers as compared to children and adults

# The Stanford Marshmallow Experiment

- Important body of work by Walter Mischel
- Executive Function
- Intrinsic inhibitory control and capacity for postponement of gratification



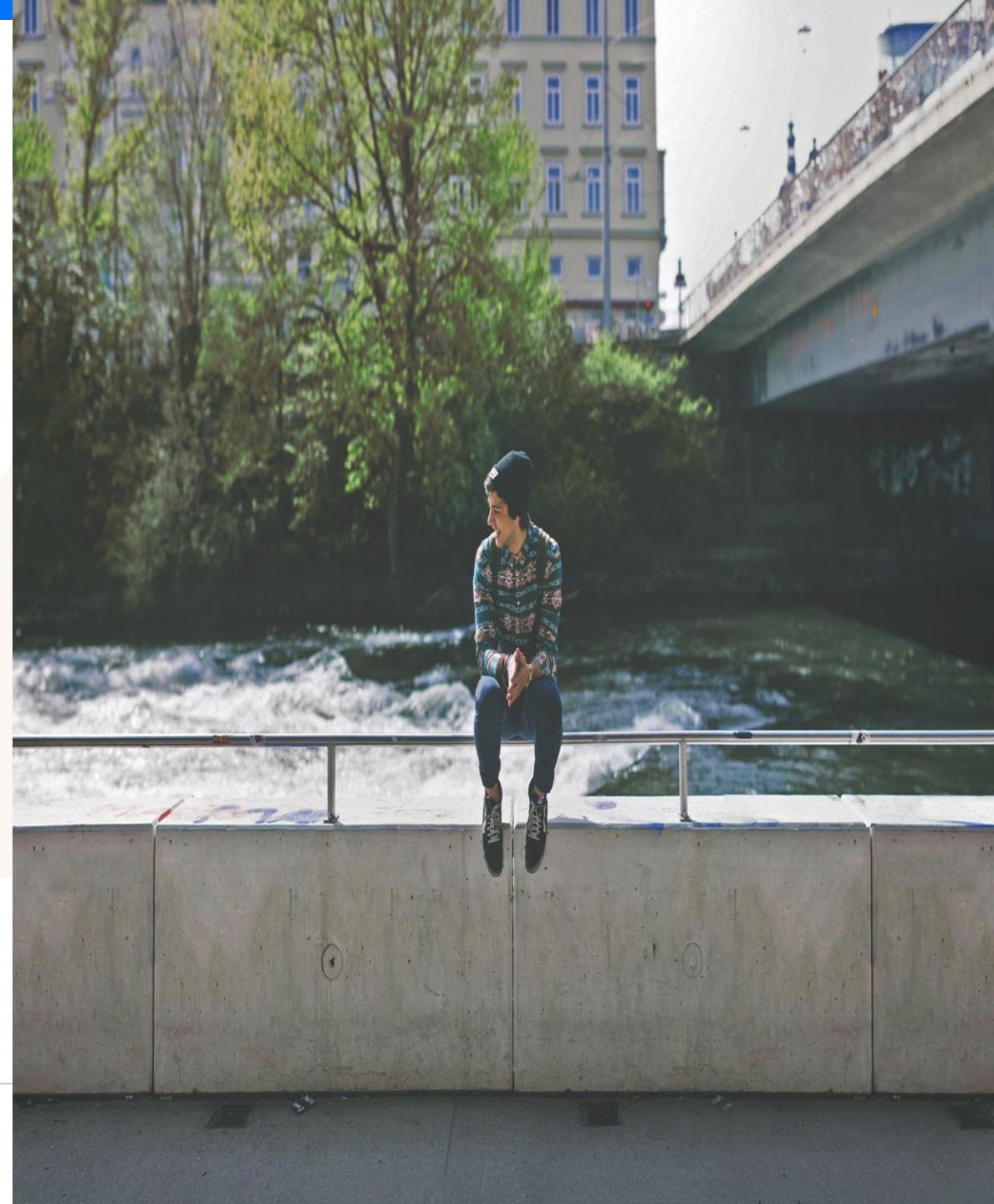


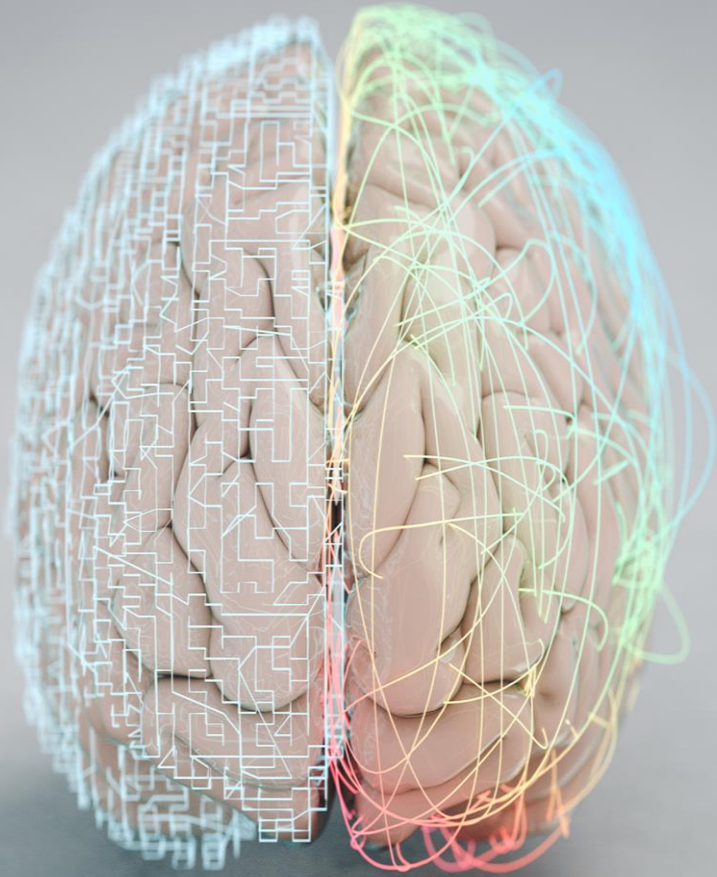
# Cognition

Inconsistent execution of self-control in emotionally charged environments (hot and cold cognitions)

Increased sensitivity to immediate external influences (e.g. peers)

Less ability to plan ahead and make decisions that require future orientation






**“What most determines behavior, then, is not so much the late development of executive functioning, or the early onset of emotional behavior, but the mismatch of timing between the two.” Jay Geidd, 2015**

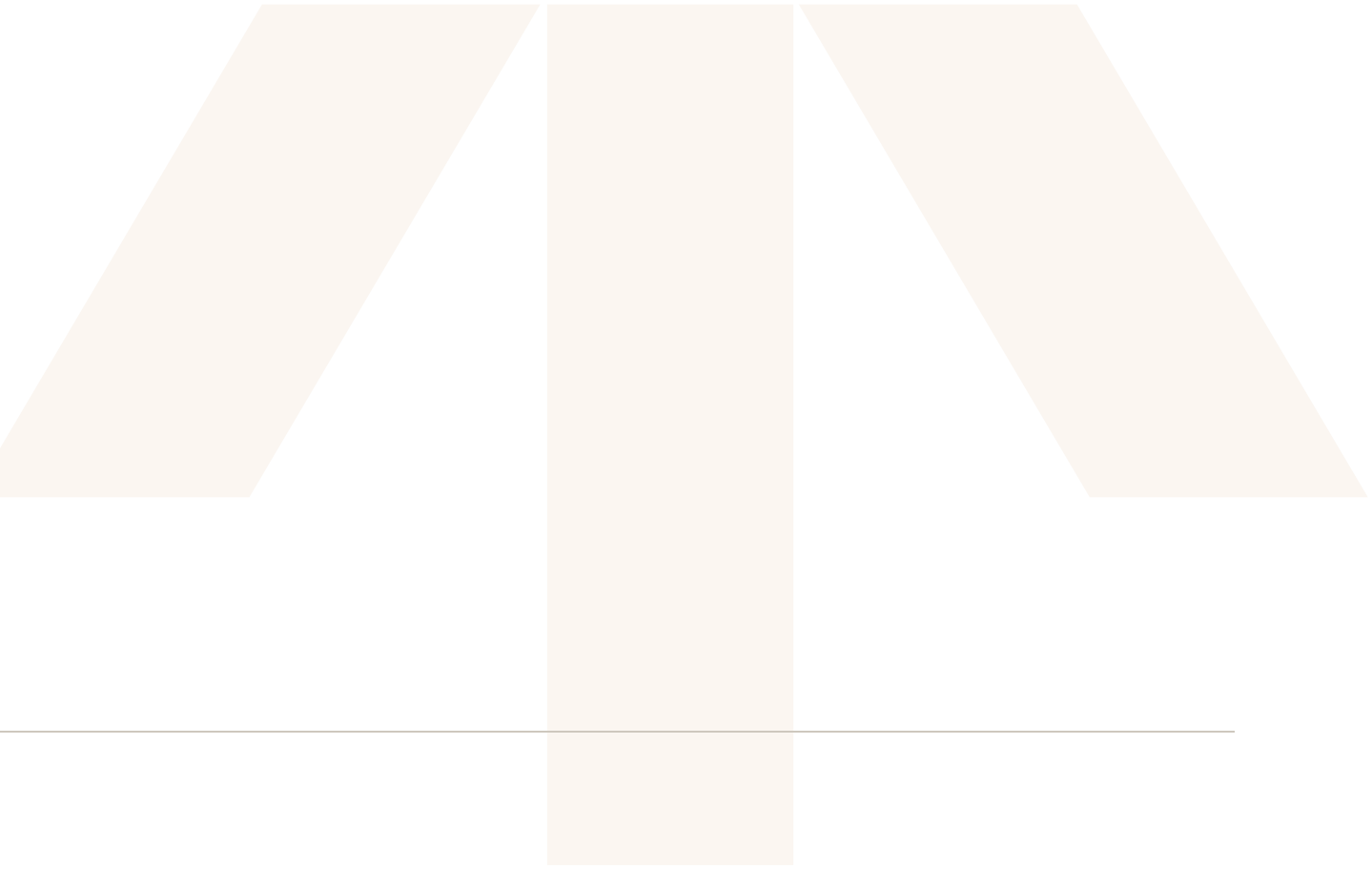
- As emerging adults continue to learn their brain changes.
- Overly motivated by reward seeking behavior, more susceptible to peer pressure and more prone to risk-taking and impulsive behavior.
- “Change talk” elicited from the adolescent or young adult will yield greater results- compared to advising or warning.
- Age-appropriate responses to justice-involved emerging adults is the most effective and humane way to hold youth accountable and correct problematic behavior.

# Impact of Drugs on Development



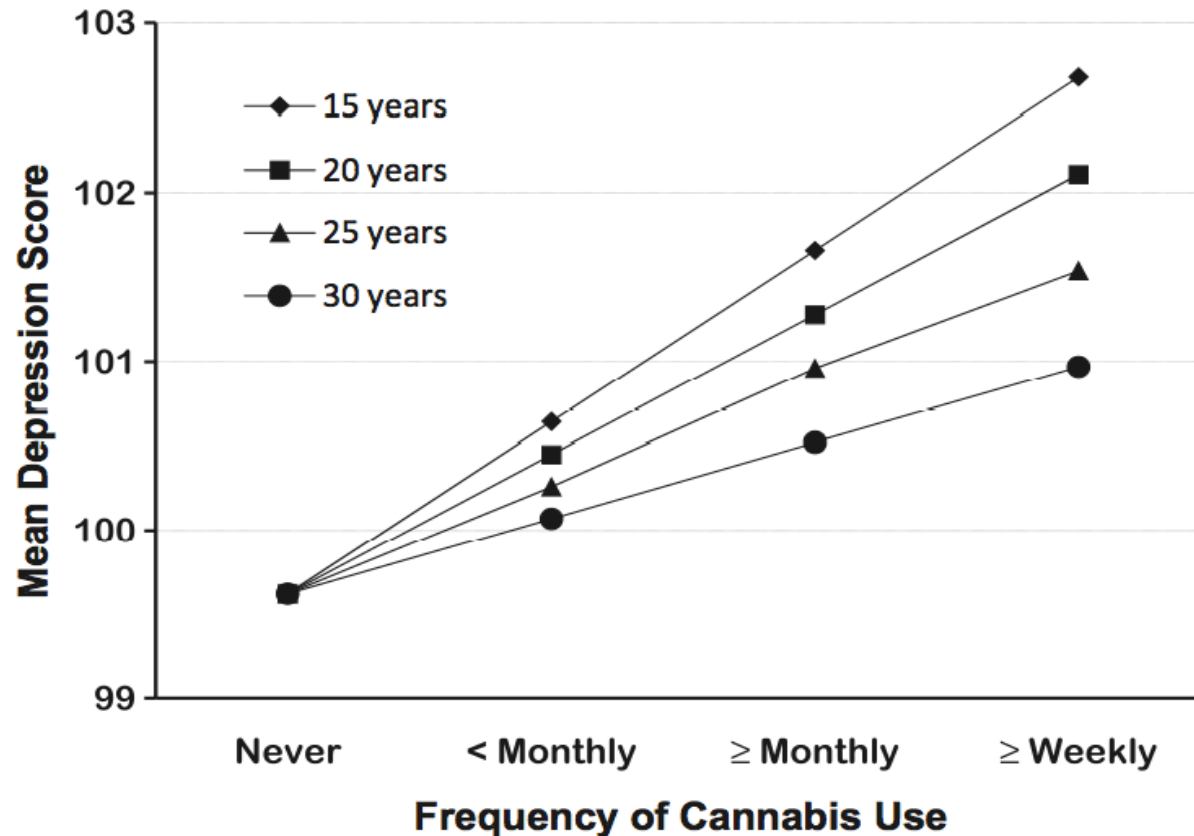
# Impact of Substance Use on the Developing Brain

- *Poorer sustained attention*
- *Working memory*
- *Psychomotor speed*
- *Depressive symptoms*
- *Reduced overall or verbal IQ*



# Impact of Substance Use on the Developing Brain

Pooled data, 4 longitudinal studies, n=6900  
Horwood, L. J., Fergusson, D. M., Coffey, C., Patton, G. C., Tait, R., Smart, D., ... & Hutchinson, D. M. (2012). Cannabis and depression: An integrative data analysis of four Australasian cohorts. *Drug and alcohol dependence*, 126(3), 369-378.





# Cannabis and Cognitive Impairment

- N=1037
- Cannabis use measured age 18, 21, 26, 32, 38
- IQ decline associated with regular use and dependence; dose response related to persistence
- No difference with controls for education, recent use, other substances, schizophrenia
- Adolescent onset worse, -8 points for 3+waves

	None	Some use	1 wave	2 waves	3+ waves
Regular use	+1	-1	-3	-2	-5
Dependence	+1	-1	-2	-3	-6

# Developmentally Informed Responses



# Developmentally Informed Approaches

- Emphasize young adult learning styles, using energetic and fun activities while preserving therapeutic content
- Management of disruptive behavior is expected and essential, balancing limits and looseness
- Acknowledge normative attraction of thrill-seeking, risk, deviance
- Emphasize rewards and praise
- Emphasize prosocial alternatives to drug use
- Weave a safety net of supports families (or surrogates), but expect disdain
- Relationship, relationship, relationship....



# Recovery Capital



# Recovery Capital

Recovery capital (RC) is the breadth and depth of internal and external resources that can be drawn upon to initiate and sustain recovery from severe alcohol and other drug problems.

(Granfield & Cloud, 1999; Cloud & Granfield, 1 2004).





# Human Capital

- Values
- Knowledge
- Skills
- Self-esteem
- Risk management



# Physical Capital

- Physical Health
- Transportation
- Shelter
- Access to insurance
- Financial Assets
- Clothing
- Food





# Social Capital

- Family
- Friends
- Supportive social relationships that are centered around recovery
- Relational connections





# Community and Cultural Capital

- Full continuum of treatment resources
- Accessibility of resources that are diverse
- Local recovery efforts and supports
- Culturally prescribed and supported pathways of recovery
- Recovery norms are valued in the community



# Case Planning



# Case Planning/Management



- Help participants reach developmental milestones
- Partner with agencies that have expertise (or help to develop)
- Voice and choice
- Incentives!
- Do not lecture, shame, or use excessive punishments
- Utilize procedural justice practices

- Source: Colombia University: Justice Lab – Emerging Adult Justice Project

# Developing case plans based on the SMART goal system helps practitioners and participants develop plans that are specific, concrete, and easy to follow



**S**

**SPECIFIC:** Address criminogenic need; gives specific instructions/action steps to complete the goal

**M**

**MEASURABLE:** Has a way to measure successful completion of the goal/action step

**A**

**ATTAINABLE:** Is possible for the individual to do what is outlined in the goal/action step

**R**

**REALISTIC:** The individual has all they need to complete the goal/action step

**T**

**TIME-BOUND:** There is a timeframe associated with each goal/action step





# Example

Keep temper under control

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# Keep Temper Under Control



<b>Specific</b>	<b>Online Anger Management Class</b> learn new skills to improve anger and stress management <ul style="list-style-type: none"><li>• finishing eight sessions (one per week)</li></ul>
<b>Measurable</b>	As measured by: 1) certificate of completion 2) # new skills learned
<b>Attainable</b>	(challenges or barriers & supports to address)
<b>Relevant</b>	(driven by need & voice/choice)
<b>Time Bound</b>	between September 1st and October 31 <sup>st</sup>

# Motivational Approaches



# Motivational Approaches

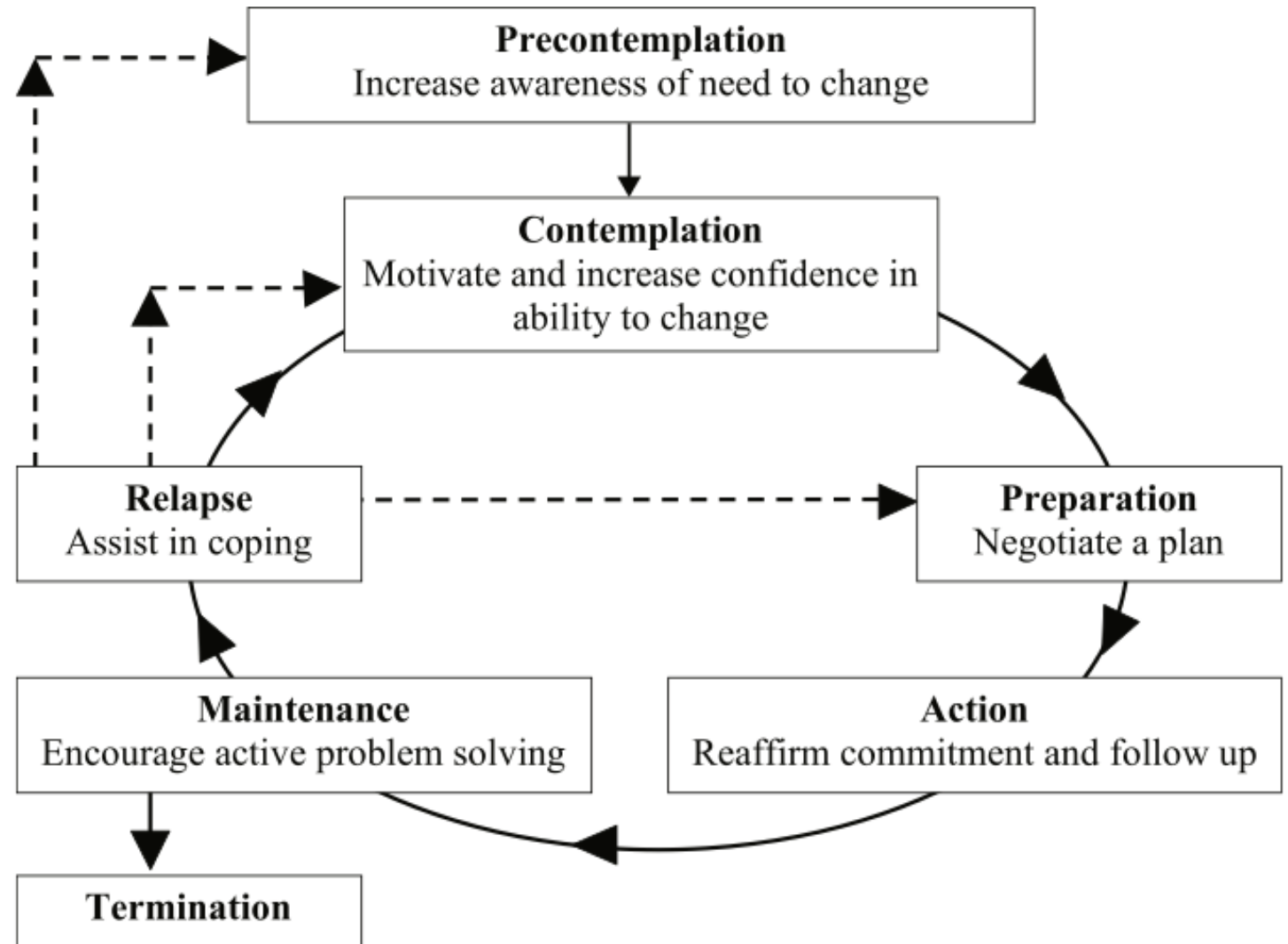
- What are the pros and cons for you...
- Would you like to talk about X, Y or Z today?
- Do you know why I or your family might think it's a problem...
- What would be evidence, in your view, that it's a problem...
- If you could stop anytime, would you be willing to see what it's like...
- I appreciate your honesty – Come back and let's see how it's going...





# Stages of Change Model

## Stages of Change Model



*Based upon the transtheoretical model developed by James O. Prochaska, PhD, and Carlo C. DiClemente, PhD, which describes stages of change in terms of a continuum of readiness to change behavior.*

# Delivery and Language Matters

## Current

## Alternative

## Reasoning

Clients, patients, offenders	<ul style="list-style-type: none"> <li>The people in our program</li> <li>The folks we work with</li> <li>Participants</li> </ul>	More inclusive, less stigmatizing
Alex is an addict	<ul style="list-style-type: none"> <li>Alex is a person with a substance use disorder</li> <li>Alex is in recovery from drug addiction</li> </ul>	Reduces stigma and shame. Put the person first Avoid defining the person by their disease
<b>REFRAMING NEGATIVE BEHAVIORS IN A MORE SOLUTION-FOCUSED MANNER</b>		
Mathew is manipulative	<ul style="list-style-type: none"> <li>Mathew is trying really hard to get his needs met</li> <li>Mathew may need to work on more effective ways of getting his needs met</li> </ul>	<ul style="list-style-type: none"> <li>Take the blame out of the statement</li> <li>Recognize that the person is trying to get a need met the best way they know how</li> </ul>
Kyle is non-compliant	<ul style="list-style-type: none"> <li>Kyle is choosing not to...</li> <li>Kyle would rather...</li> <li>Kyle is looking for other options</li> </ul>	Describe what it looks like uniquely to that individual – that information is more useful than a generalization
Mary is resistant to treatment	<ul style="list-style-type: none"> <li>Mary chooses not to...</li> <li>Mary prefers not to...</li> <li>Mary is unsure about...</li> </ul>	Avoid defining the person by the behavior Remove the blame from the statement
Jennifer is in denial	<ul style="list-style-type: none"> <li>Jennifer is ambivalent about...</li> <li>Jennifer hasn't internalized the seriousness of...</li> <li>Jennifer doesn't fully understand...</li> </ul>	Remove the blame and the stigma from the statement



**Treatment  
Court Institute**  
↑

**Impaired  
Driving Solutions**  
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**Justice  
for Vets**  
↑

**Center for  
Advancing Justice**  
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Founded As



All Rise is the training, membership, and advocacy organization for justice system innovation addressing substance use and mental health at every intercept point.

Through its four divisions—the Treatment Court Institute, Impaired Driving Solutions, Justice for Vets, and the Center for Advancing Justice—All Rise provides training and technical assistance at the local and national level, advocates for federal and state funding, and collaborates with public and private entities.

# One more thing! Evaluation



<https://cvent.me/XRLGPe>

1. On your compatible phone or tablet, open the built-in camera app.
2. Point the camera at the QR code.
3. Tap the banner that appears on your phone or tablet.
4. Follow the instructions on the screen to complete the evaluation.
5. After completion, you will be provided with a certificate that can be saved and printed.



Thank  
You 

Maria Abelar

CONSULTANT-ALL RISE