



EARLY INTERVENTION, RISK AND CRIME

Jean Hine
De Montfort
University
Leicester

Alan France
University
of
Sheffield





Outline

- UK policy for children and young people
- Brief description of Network and our project
- Assessment and intervention: professionals' perspectives
- Assessment and intervention: young people's perspectives
- Questions for early intervention



UK Policy

- Risk factors, pathways and prediction: The evidence base
 - Bifurcation 'normal' and 'deviant/criminal' pathway
 - Individual deficit model
 - Inefficiency of prediction
- Assessment
 - Frames the way in which the assessor views YP
 - Technicisation (and narrowing) of practice
 - Assessment amplifies problems
 - Assessment - safety net or fishing net
- Absence of young peoples' perspectives



Network and Project

- Pathways Network - 5 partners
- Challenging risk paradigm
- Young people's perspectives on their lives and role of crime within it
- Project focus on interventions for three groups YP: early offenders, excluded from school, emotionally behaviourally disturbed



Assessment and Intervention - Professional perspectives

- Risk or need? Tension in focus
- Professional boundaries - technical/ programme v the personal
- Intervention as good - limited recognition of potential of unintended consequences



Assessment - Young people's perspectives

- Lack of understanding of processes and intentions
- The dangers of information sharing - trust and relationships
- Challenging perceptions
- The importance of listening, justice and fairness



Interventions - Young people's perspectives

- Negative Assessment = negative feelings of intervention
- Importance of designing interventions recognising social context
- Quality of relationship not programme content
- Interventions and dangers of harm



Crime an everyday reality

- Crime as a part of everyday life
- Definitions of crime
- Crime and marginality
- Crime and inclusion
- Crime and managing the everyday



Early Intervention - the future?

- Need for an inclusive form of assessment?
- Moving from a deficit model to an asset model of assessment and intervention?
- Need for quality relationships
- Assessment and intervention development separate processes - how to match?
- Interventions that work in the context of young people's real lives?