

GANG ATTITUDES AND ACTIONS

INDEPENDENT STUDY

A FIVE CREDIT CLASS

#SS406K/#SS506K

INSTRUCTOR:

DR. MICHAEL SEDLER

Email:

mike@communicationplus.net

(509)443-1605

THE HERITAGE INSTITUTE

Please use the checklist/syllabus in the manual.

**IF POSSIBLE, PLEASE SEND ASSIGNMENTS ELECTRONICALLY (AS AN ATTACHMENT).
MICROSOFT WORD FORMAT, PLEASE.**

Thank you for signing up for my independent study classes. You may take up to six months to complete this course and may obtain an additional 3 month extension. DO NOT send in any completed papers unless you have registered for the class! If working in a group, put all names on each paper, except the integration paper which must be individually authored. See ** at bottom of page.

The checklist in the manual is to help you plan your schedule to successfully complete this course. The last page of the manual includes a General Bibliography with phone numbers of publishing companies. If you prefer, you may choose an alternate book not on the suggested list.

On the following page, I have given you a brief biography/resume of my background. You will see that I have a Master's Degree in Social Work; my K-8 Teaching Certification and am a Licensed Social Worker with the State of Washington. My current primary role is as a consultant and trainer for schools, businesses and agencies. I also worked in education for 15 years as a Director of Special Education, a Behavior Intervention Specialist, School Social Worker, and Teacher.

I teach classes and seminars throughout the United States and in Canada. I am adjunct professor through two Universities in Washington. I am available for on-site training, classes, and in-services for agencies and schools. I anticipate this class will be enjoyable and full of learning. Please contact me if you would like me to be involved directly with your school or business.

Thank you once again, for signing up for it and I look forward to working with you over the next weeks/months. If you would like individual feedback on assignments, please indicate this when turning in your work.

Sincerely,

Michael Sedler
(509) 443-1605
E-mail: mike@communicationplus.net
Website: www.michaelsedler.com
P.O. BOX 30310 - Spokane, WA. - 99223

** For those working in groups (400/500 level only!)- be sure to go to The Heritage Institute website at www.hol.edu and click on the "group collaboration" icon.

1. Each group member must pick a book to read (you may all choose the same book).
2. Each group member must read the entire manual.
3. Final evaluation/integration paper must be individually authored.

Please share about my classes with others; it is my main form of advertising.

MICHAEL SEDLER

(509) 443-1605 (w); (509) 939-6302 (c)

Email: mike@communicationplus.net or michael@michaelsedler.com

website: www.michaelsedler.com

Education

B.A., Political Science

Master Degree, Social Work

Master Degree, Divinity

Doctorate Degree, Ministry

Teaching Certificate

Work Experience

Consultant/Trainer/Counselor

Director of Special Education

Developmental Disabilities Administration, State of WA, Behavior Consultant

Supervisor, Educational Services

School Social Worker (K-12)

Behavior Intervention Specialist (K-12)

Classroom Teacher (elementary and middle school)

Assistant Pastor

Other Experiences

State Correctional Facility for Juveniles, Counselor and Supervisor

Community Mental Health Therapist

State Trainer in Autism (State of Washington)

Adjunct Professor for several Universities

Student Teacher Supervisor

Consultant for schools, business, churches throughout United States

Provide weekend marriage retreats

Interview and Speech Coach/Trainer for Miss Arizona, 3rd runner-up Miss America 2012

Author

When to Speak Up and When To Shut Up. (Jan., 2006 Revell Books, \$5.99). Book from faith-based perspective.

Communication book discussing conflict, power struggles, listening strategies, asking questions.

(Over 300,000 copies sold).

What To Do When Words Get Ugly (October, 2016 Revell Books, \$5.99). (updated/edited version of “Stop The Runaway Conversation.”) Two new chapters in addition to edits. Book from faith-based perspective.

Importance of not listening to negative discussions and how they impact a person's attitude.

Books are available through all bookstores, at www.bakerbooks.com, by calling 800 877 2665, or by checking with various online book companies. Revell is a division of Baker Publishing Group.

Both books are also available on CD in audio format.

INDEPENDENT STUDY COLLEGE COURSES

THE HERITAGE INSTITUTE (credits through Antioch University, Seattle, WA)

MICHAEL SEDLER, INSTRUCTOR

Register for courses anytime. (6-month period for completion from the date you register). ***Collaborate with fellow educators-only one set of assignments turned into instructor.*** (Check out "Group Collaboration Guidelines" at www.hol.edu). **Clock hours available for partial course completion.

The following are **3 CREDIT CLASSES** (3 quarter credits = 2 semester credits)

1. Increasing Motivation and Self-Esteem in Students (SS401p/SS501p)

Strategies to help students feel confident and help educators find more successful approaches with them.

2. Parents: Adversary or Ally--A Cooperative Approach (SS401q/SS501q)

Specific ideas on connecting with parents and helping better communication between school and home.

3. Social Skills: A Foundation For Learning (SS401v/SS501v)

Activities and ideas to encourage students to improve their peer and social relations.

4. Understanding & Connecting With Aggressive Students (ED404d/ED504d)

Each person will increase their understanding of ways to de-escalate aggression and its' causes.

3 CREDIT COST: \$280-400/500 level; \$195-clock hours (3 quarter = 2 semester)

The following are **5 CREDIT CLASSES**: (5 quarter credits -3.3 semester credits)

1. Bullying Behaviors: Enough is Enough (ED437q/ED537q)

Identification and interventions to reduce bullying behaviors and victim mentality within schools and community.

2. Counseling Skills For Educators (ED409r/ED509r)

Helpful ideas on listening skills, asking questions, and communicating with students.

3. Gang Attitudes And Actions (SS406k/SS506k)

This class will help each person to identify gangs and intervention strategies for your community/school.

4. High Maintenance Behaviors & Interactions (SS409f/SS509f)

This course investigates the many aspects of high needs people, behaviors and effective interactions.

5. Mental Health Issues and Students (HE402n/HE502n)

Understand various disorders (oppositional defiant, obsessive compulsive, bi-polar) and interventions.

6. Nurturing Compassion Within Our Schools (ED434y/ED534y)

Ideas to help adults and children learn to be more sensitive, kind, and compassionate toward one another.

7. Organizational Teaching Skills (ED429w/ED529w)

Increase your own organizational and time management skills as well as helping students in these areas.

8. School Violence (SS406m/SS506m)

Each person will learn indicators and interventions for potential violent situations.

9. Stress Reduction in Staff and Students (HE401m/HE501m)

Strategies to reduce stress, become more effective in life, and teach these skills to students.

10. Student, Classroom and Whole-School Discipline (ED419g/ED519g)

Focus is on negative talk, gossip and rumors within schools. Behavioral strategies for each above area.

11. Youth Suicide (SS404u/SS504u)

Specific discussions on signs and interventions for suicide prevention.

5- CREDIT COST: \$415-400/500 LEVEL; \$315-clock hours (5 quarter = 3.3 semester)

NEXT PAGE FOR MORE CLASSES AND REGISTRATION INFORMATION

INDEPENDENT STUDY COLLEGE COURSES

THE HERITAGE INSTITUTE (credits through Antioch University, Seattle, WA)

MICHAEL SEDLER, INSTRUCTOR

The following are **6 CREDIT CLASSES**: (6 quarter credits - 4 semester credits)

1. Autism: Questions and Answers (ED445y/ED545y)

Understanding the general areas of autism, diagnosis, and overall strategies for interventions for children with special needs.

2. Establishing Rules and Boundaries (ED445x/ED545x)

Ideas to assist educators in setting up a successful work environment for children (rules, procedures, teaching tools).

3. Inspirational Education (ED452f/ED552f)

This course will re-charge the batteries and create a new excitement about teaching in each person.

4. The Impact Of Trauma and Loss in Students (ED464z/ED564z)

Strategies to support children who have experienced traumatic situations in life.

5. Why Children Act Out (ED458t/ED558t)

Recognize the underlying function of behaviors and interventions approaches.

6- CREDIT COST: \$495--400/500 LEVEL; \$380-clock hours (6 quarter = 4 semester)

REGISTRATION: Call The Heritage Institute--1 (800) 445-1305; 1 (360) 341-3020

Or register on line at www.hol.edu

QUESTIONS: Please call Michael Sedler at (509) 443-1605. Leave message when necessary.

Email address: mike@communicationplus.net Website: www.michaelsedler.com

****For clock hours, only complete the first section of the course. Remember, clock hours may not transfer to other districts or states. You cannot go back and acquire credit once clock hours have been earned for a class.**

COURSE TITLE: **GANG ATTITUDES AND ACTIONS: Strategies and Interventions**
NO. OF CREDITS: **5 QUARTER CREDITS** **CLOCK HRS: 5.0**
[Semester Cr Equivalent: 3.3] **PDU'S: 50**
CEU'S: 5.0

INSTRUCTOR: **MICHAEL SEDLER, D. MIN., M.S.W.**
Box 30310
Spokane, WA 99223
(509) 443-1605
E-MAIL: mike@communicationplus.net

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your schedule of work for this course. Check off items completed so that you can better monitor your progress. While you have six-months to complete your work, many will find a shorter time period convenient. **Please email no more than 2 to 3 assignments at a time for comments. Do NOT send further work until you receive comments from the instructor. Grades will be submitted once all assignments and the integration paper have been sent to instructor.**

If involved in a group, all work should be sent through the Group Leader.

For Washington Clock Hours, Oregon Professional Development Units, or Continuing Education Credits, please complete the first 8 assignments.

__ Assignment #1:

Read all materials in the packet purchased from the instructor.

__ Assignment #2:

Read a book from the bibliography or one of your choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

__ Assignment #3:

Complete all the forms found in the manual. **(send specified ones to instructor)**

__ Assignment #4:

Review literature (a minimum of 4 magazines, journals) on general topic of gang behavior. Write a one (1) page summary from one review. **(send to instructor)**.

Assignment #5:

Identify general gang behaviors or characteristics in your school or community. Write a 1-2 page summary. **(send to instructor)**

__ Assignment #6:

Keep a 2-week journal of articles, media (TV, radio, magazine) stories and other related information on gang activities.

- Make notes of each story and your impressions.
- Have a minimum of 3 entries.
- Write a 2-3 page paper. **(send to instructor)**

__ Assignment #7:

Using the text read for the class, compare and contrast ideas, suggestions and interventions found in the book with those areas found in the literature review and presented by your district or community. Create a summary of your analysis and note changes you would recommend. This assignment may be a written 2-3 page paper, a graphic report, or created as a PowerPoint presentation. **(send to instructor)**

Assignment #8:

Contact your local law enforcement office and, using the "gang question format" found in the manual, ask questions pertaining to gangs. Write a 1-2 page summary. **(send to instructor)**

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), with students in another teacher's summer classroom in session, students from past years, or use one of your own children or a relative.

Assignment #9: (Required for 400 and 500 Level)

Using the "Gang assessment and planning guide" worksheet, assess your own school and community. Develop a list of interventions for gang activity within the school. Share this list with a fellow educator. Write a 2-3 page paper. **(send to instructor)**

Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: (SEND commentary to Instructor)

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <http://www.hol.edu/lesson-plan-library>

OR

Assignment #B: (SEND lesson and summary to Instructor)

Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <http://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Rebecca Blankinship](mailto:Rebecca.Blankinship@hol.edu) (rebecca@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog) **Send to instructor:**
mike@communicationplus.net

Assignment #11: (500 Level only)

In addition to the 400 level assignments complete **one** of the following:

Option A) Contact a fellow educator from another district or community. Discuss the program ideas utilized in their school setting. Compare this to what you know of your district or community as well as the information in the literature review. Write a 2 to 3 page summary. Send to instructor.

OR

Option B) Another assignment of your own design with prior approval of the instructor.

Send to instructor: mike@communicationplus.net

400 & 500 LEVEL ASSIGNMENT

Integration Paper (send to instructor)

Assignment #12: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these specific questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Must be individually authored (name and course title) for those taking in a group.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, M.S.W., brings over 30 year of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches. All of his course material may be immediately implemented into a school or a home.

NOTES: You may work collaboratively and submit joint assignments on all but the Integration Paper portion (and other designated assignments) which must be individually authored and submitted. Alternatives to written assignments such as a video, audio tape, photo collage, etc. are permissible with prior approval of instructor. **If you do not receive a confirmation email back after sending your paperwork via email, please re-send or contact the instructor to confirm it has been received. It seems that occasionally things get lost in cyber- space. Thank you.**

Full credit will be given to each student as long as all work is turned in. If something is missing, I will be in contact with you. Failure is not an option. ☺

ENTERING THE GANG WORLD

One is not just accepted into a street gang in most cases. Most street gangs have adopted the "jumping in" or "courting in" method. This involves a prospective member engaging in a fist-fight with one to four gang members for about one minute. In this manner, the prospective member shows whether or not he/she has enough "heart" to become a member. In the case of females, this may also be the process for entrance. However, another scenario is often that the prospective member be required to have sex with multiple partners. The courting-in process does not come at a whim. A prospective member is observed for some time to be sure that he/she is a good candidate.

Once the prospective member has entered the gang formally, he must stand by them or leave them. Leaving, or being "courted-out," is many times the same process as entering the gang, but more painful.

As a young and new gang member, it is important to establish a reputation. This is true because a reputation may be all the gang members have. If a rival gang member "disrespects" you, and the disrespect goes unchallenged, dishonor is cast upon the gang as well as that gang member. For this reason, we see so much of the senseless violence: no insult can go unpunished.

WHY GANGS?

There are many traditional reasons why youth have joined street gangs for generations. Many of the youth are looking for identity and recognition, which they otherwise do not find in mainstream society. An individual who is small in stature and bullied in school can find that being part of a gang gives him the recognition he seeks, and at the same time provides a somewhat macho identity which he could never have on his own.

Many join because they **seek the protection of the gang**. Those forced to live in areas saturated by street gangs many times feel that their only protection is to join the gang which claims their area, or become prey to rival gangs when outside their turf.

Another reason is companionship. Many youth are left alone for long periods of time, or have some type of physical or learning disability. When a youth, for whatever reason, is not accepted by peers, he will seek companionship wherever he can find it. Often gangs will be very forgiving of a disability.

Intimidation is also a very real reason for joining the gang. Youth just moving into an area claimed by a gang will be approached by members of that gang. The gang members will advise that youth that if he does not join their gang, he will be beaten every time they see him. The youth knows that his parents are not going to move based on threats and the youth many times feels he has no choice.

The most unfortunate reason for joining a gang has been the recent glorification of gangs on television and by the movie industry. How can you tell a child that being a gang member is bad and the wrong way to go, while at the same time the child sees gang members from local gangs being hired by a movie studio and being paid wages to glorify violence?

The young people of today watch television and see an actor playing a gang member die one day and come back the next week in another role. Unfortunately, this can become their reality. The violence involved in being a gang member is not realized until it is too late.

Bonding Factors

Some correlation can be seen between the natural family and the gang family, as it pertains to factors that bond the two together.

However, the gang family is structured to provide several more bonding factors.

The Natural Family

Vs.

The Gang Family

Food
Shelter
Clothing
Love
Discipline
Belonging
Acceptance
Identification
Security
Status
Caring
Sharing
Activities
Respect
Consistency

Food
Shelter
Clothing
Love
Discipline
Belonging
Acceptance
Identification
Security
Status
Caring
Sharing
Activities
Respect
Consistency
Power
Money
Sex
Drugs
Protection

GENERAL INFORMATION ON GANGS

DEFINITION:

A group of people who interact among themselves to the exclusion of other groups, have a group name, claim a neighborhood, or territory and engage in criminal or anti-social behavior on a regular basis.

Juveniles and young adults associating together for serious, especially violent, criminal behavior with special concerns for turf. Turf can signify control of a physical territory, a criminal enterprise, or both. (Irving Spergal)

ABOUT GANGS

It is recognized that Little League programs, the Scouts, American Legion, religious groups, Armed Services, etc. could be called a gang. However, what makes a gang different than any other group is precisely the fact that those who belong to it engage in one or more forms of criminal activity on a regular basis---hence the term gangster. More and more gangs are becoming multi-ethnic and recruit from all ethnicities and socio-economic levels.

Gang activity is referred to as "gang banging" and consists of "beat downs" (initiations), hanging out together, throwing signs (specific hand gestures unique to a particular gang), holding hearings (meetings to discuss activities), wearing colors (gang clothing of a particular style or color), recruiting members, using drugs/alcohol, "punking" or "ganking" (assaulting someone), theft, "conducting business" (drug trafficking, robbery, extortion, etc), drive-by shootings, and painting graffiti-to name a few.

Gang members may have access to a variety of weapons and often use these weapons to carry out their activities. Weapons usually include handguns or "gats" (9 mm or .38 caliber hand guns), sawed off shot guns and rifles (easier to conceal), knives, semi-automatic weapons, razors, bats, mace, brass knuckles and chains.

Gang members often wear similar clothing and occasionally have specific types of clothing or uniforms. They may "dress down" to engage in their "gang banging" or criminal activity. Sometimes the gang name and gang members' street name may be on their shirt, hat or coat. While not everyone who wears clothing associated with a gang is a gang member, it is an identifiable characteristic that could place a person in jeopardy or in contact with gang members.

Gangs often claim a territory or "turf", marking it with graffiti specific to their gang. Many times this graffiti will describe an impending event or an incident that has already occurred. Graffiti can serve as a warning to others in the community that the gang is staking a claim to a neighborhood or "hood", school, or business district. Gang members are very protective of their "turf" and often violence occurs if rival gang members violate a gang's territory by their mere presence or defacing the claiming gang's graffiti or painting new graffiti.

GENERAL INFORMATION ON GANGS (CONTINUED)

WHY DO GANGS FORM?

Gangs have existed for as long as people have formed communities. Gangs are differentiated from other groups of people in that they are criminal in nature. People join gangs for many of the same reasons that people join other social groups---status, acceptance, a sense of belonging, and power. However, since gangs engage in criminal and anti-social behavior, they attract people who may be underachievers, lacking in self-esteem, alienated from family members, in a time of confusion and pain, or who are deprived in their societal norms and values and the gang gives them an opportunity to act out their dysfunctional thinking. Some gang members are products of an environment that does not provide many different options or choices in a life. Others, may come from a family with unrealistic or unachievable expectations that cause the individual to look elsewhere for approval. Many join a gang in order to survive-emotionally, psychologically, spiritually, physically. Gang members provide a certain amount of protection and stability. There is a financial base, friends, excitement, a place to go, and role models to connect with each day. Gang members refer to companions as family and have a very strong allegiance to the gang and all that gang membership provides.

1. The Reality of Gangs

What's the Deal With Gangs?

Gangs are neither just a big city or inner city problem, nor are they a problem of a particular race or culture. Gangs cross all ethnic, racial, socioeconomic, gender, and geographic boundaries. They bring fear and violence to neighborhoods, traffic in drugs, destroy property, involve youth in crime, and drive out businesses. Gangs pull teens away from school and home into a life of violence.

One of the scariest aspects of gang violence is that it is often indiscriminate and unpredictable. Gang members have been known to kick, punch, hit, or even kill their victims. People get hurt if they are in the wrong place at the wrong time. If gangs or gang members are in your school or neighborhood, you know it.

Learn About Gangs

- Gangs can be organized around race or ethnic group, money making activities, or territory.
- Gangs usually claim a particular area of town which they call their "turf." They spend much of the time fighting rival gangs to keep them out of this territory.
- Most gang members are males ranging in age from 8 to 22 years old.
- Females, especially Asian and Hispanic, are moving away from the traditional role of being mere girlfriends of gang members and are forming their own gangs.
- Gangs wear particular items, styles, brands, or colors of clothing. Some gangs wear bandannas, colors or baseball caps of a specific team. Some gangs mark their bodies with tattoos with their gang symbol or name.
- Gangs often use special hands signs or handshakes to tell others the gang to which they belong.
- "Gangsta" rap paints a realistic picture of daily gang activity. The lyrics glorify violence, abuse and disrespect for authority, especially the police.
- Contrary to what you may think, gangs are not around to help you. These groups of young people break the law, beat up people, and murder.



Why Do Young People Join Gangs?

What causes some teens to join gangs? Among the most common reasons are to

- belong to a group
- receive protection
- earn money
- end boredom and seek more excitement
- be with friends and be more popular.

For some it is even a family tradition.

None of these reasons are good reasons to belong to a gang. Most of the other kids who don't belong to a gang will be afraid of you and won't hang out with you. If you think you will be safer joining a gang, you will most likely increase your chances of being injured or killed. Think you'll be rich? Not likely. Over the course of a life time, gang members make far less money than those who are not in gangs. And by joining you usually don't end up with a good education, making it hard to find a good job.

Join a Gang?

Joining a gang is like entering enemy territory. Belonging to a gang has a warlike existence where beatings and shootings happen all the time. Typical scenarios of joining a gang involve violence and rape.

- Boys usually *have* to fight several other gang members at the same time - this is called being "beat down" or "walking the line."
- Girls may be forced to have sex with several gang members or fight other female gang member
- New members may be required to *prove* themselves by beating up an innocent person, robbing a person, or shooting someone - including drive-by shootings. If you break the rules after joining a gang, punishment may be death.

What Does the Future Hold for a Gang Member?

Gang membership can severely hurt one's health and future.

- Gang members may be killed or injured.
- Many put themselves in danger of disease, prison, and death.
- Many become dependent on alcohol and drugs.
- Gang members usually drop out of school, limiting their chances for higher education or good earnings.
- They are likely to be involved in crime throughout the rest of their *lives*.
- They may commit serious and violent crimes that lead to lengthy jail time.
- Once you are in a gang, it's not easy getting out. You may risk your life if you leave a gang.

Take Action

- If you are threatened by gang members, don't *overreact*. Stay cool and try not to act scared.
- Ignore their threats and tell them you *have* no argument with them.
- If threats from gangs continue, tell your parents, the police, or school officials.
- Don't be a "wannabe" by dressing or acting like you want to be in a gang.
- Hang out with kids who are not involved and don't want to be in a gang.
- Get involved in activities that are not gang-related, such as organized sports, summer jobs, joining organizations, volunteer groups, faith groups, or arts and drama groups.

Start showing gangs you *have* zero *tolerance* for their activities. You can

- start a graffiti clean-up program in your community
- start a youth group or club whose purpose is to improve the neighborhood or school.

Recognizing Gang Influences

Where did my kid learn about this stuff?

Gang knowledge is learned from several different sources.

Actual Gang Member

While being recruited into a gang, the prospect may be introduced to gang's tradition, symbols and hand signs.

Television

Prime time TV shows gang activity on a regular basis. Nightly news reports gang related crimes and gang members in their gang attire.

Movies

Menace II Society, Boyz in the Hood, Colors, Clockers and Sugar Hill are just a few movies that glamorize the gang lifestyle, its graffiti, traditions and behavior.

Music

Gangsta-Rap music may promote the degradation of women, the glorification of violence, gangster lifestyle and the total disregard of human life.

Literature

Current trends in Gangsta-Rap music and the gang sub-culture can be seen in magazines. Both parents and teachers are encouraged to monitor and examine magazines that their child/student reads in an effort to identify and be cognizant of the literature they read.

Internet

Gangs often post their own Web sites and communicate via the Internet. Gang knowledge is often copied and converted by local non-traditional gangs that are forming and wanting to emulate the more experienced gangs. Parents and Teachers are encouraged to monitor Internet access at home or school.

GANG MYTHS

AFTER YOU READ THE "MYTH", PLEASE WRITE OUT ANY INFORMATION YOU KNOW THAT SHOWS THIS TO BE A MYTH. THE FIRST ONE IS DONE TO HELP GUIDE YOU. THE FOLLOWING PAGE WILL GIVE YOU ADDITIONAL INFORMATION AND THOUGHTS REGARDING YOUR ANSWERS.

MYTH # 1 --- The majority of street gang members are juveniles. The Ku Klux Klan, organized crime groups (mafia), drug operations, etc. are mostly adults. Due to movies and media, we only think in terms of "Bloods", "Crips", etc.

MYTH #2 --- The majority of gang-related crimes involves gang vs. gang.

MYTH #3 --- All street gangs are turf-oriented. Turf can refer to territory or enterprise, or both.

MYTH#4 --- Females are not allowed to join gangs.

MYTH #5 --- Gang weapons usually consist of chains, knives and tire irons.

MYTH #6 --- All gangs have one leader and are tightly structured.

MYTH #7 --- Graffiti is merely an art form.

MYTH #8 --- One way to cure gang membership is by locking the gang members away.

MYTH #9 --- Gangs are a law enforcement problem

MYTH #10 - Gang members are usually made up of one ethnicity

ADDITIONAL THOUGHTS ON GANG MYTHS

These ideas are not exhaustive in nature and are presented to supplement additional reading and your own knowledge base.

#1 (see previous page for thoughts)

#2 Crimes are usually against innocent people, breaking into businesses, destroying property, or as part of an initiation.

#3 Most are not turf oriented. Some gangs span across cities and states. Neighborhood gangs are the smallest proportion. Many are school related, business related, or culture related and cut across territorial boundaries.

#4 There are female gangs and male/female mix in gangs.

#5 Unlike "West Side Story", the weapons of choice are usually 9 mm guns and other firearms.

#6 The majority of gangs are very loose and are governed by whomever takes the leadership role. This can change regularly based on the membership. Organization is not their strength. Many couldn't remember to bring a pencil and their books to your class, will they now be highly organized?. I think not!!

#7 Graffiti is found in restaurants, on railroad cars, trucks, walls under bridges and is used for a purpose. While some is indeed very artistic and full of talent laden ability, it is not art as we should define it. It is used to convey a message of hate, violence and aggression (this is my territory, stay away).

#8 We have tried this for many years with prisoners. Has it helped? We only perpetuate the problem in prison, then release the people onto society. The problem is not gang members, it is the way society allows the gang activities in a community.

#9 Gangs are a community problem and societal problem. They impact all ages and groups.

#10 In recent years, this has changed as gangs are moving toward a multi-cultural approach.

What Draws Young People Toward Gangs?

Young people join gangs for a variety of reasons, some of which are the same reasons children join other pro-social groups such as 4-H and Boy Scouts or Girl Scouts.

Some of the reasons for joining a gang may include:

- A search for love, structure, and discipline
- A sense of belonging and commitment
- The need for recognition and power
- Companionship, training, excitement, and activities
- A sense of self-worth and status
- A place of acceptance
- The need for physical safety and protection
- A family tradition

Risk Factors for Joining a Gang

- **Racism:** When young people encounter both personal and institutional racism (i.e., systematic denial of privileges), the risks are increased. When groups of people are denied access to power, privileges, and resources, they will often form their own anti-establishment group.
- **Poverty:** A sense of hopelessness can result from being unable to purchase wanted goods and services. Young people living in poverty may find it difficult to meet basic physical and psychological needs which can lead to a lack of self-worth and pride. One way to earn cash is to join a gang involved in the drug trade.
- **Lack of a support network:** Gang members often come from homes where they feel alienated or neglected. They may turn to gangs when their needs for love are not being met at home. Risks increase when the community fails to provide sufficient youth programs or alternatives to violence.
- **Media influences:** Television, movies, radio, and music all have profound effects on youth development. Before youth have established their own value systems and are able to make moral judgments, the media promotes drugs, sex, and violence as an acceptable lifestyle.

Protective Factors

- Well-developed social and interpersonal skills
- High sense of self-esteem, self-efficacy, and personal responsibility
- Reflectivity, rather than impulsive thought and behavior
- Internal locus of control (i.e., the belief of being able to influence environment in a positive manner)
- Flexible coping strategies, well-developed problem-solving skills and intellectual abilities

Gang Prevention

Youth gang involvement is not a new phenomenon in the United States. Gangs have been known to exist in our country since the 18th-century. Philadelphia was trying to devise a way to deal with roaming youth disrupting the city in 1791. According to the National School Safety Center, officials in New York City acknowledged having gang problems as early as 1825. The gang problem is not likely to go away soon or to be eliminated easily.

Here are a few gang-prevention strategies:

- **The family and the community** are essential to the development of the child's social, emotional, and physical needs. If the family is the source of love, guidance, and protection that youths seek, they are not forced to search for these basic needs from a gang. The family and community share responsibility for teaching children the risk of drugs.
- **Strong education and training** are directly related to a youth's positive development. Young people who successfully participate in and complete education have greater opportunities to develop into reasonable adults.
- **Graffiti removal** reduces the chance that crimes will be committed. Since gangs use graffiti to mark their turf, advertise themselves, and claim credit for a crime, quick removal is essential.
- **Conflict resolution programs** teach gangs how to deal better with conflicts and help eliminate gang intimidation tactics.
- **Recreational programs** such as sports, music, drama, and community activities help build a sense of self-worth and self-respect in young people. Youth involved in such activities are less likely to seek membership in a gang.

TYPES/CHARACTERISTICS OF GANGS

(a general thumbnail sketch of different gangs)

THIS IS NOT INTENDED TO STEREOTYPE CULTURES OR PEOPLE GROUPS. IT IS TO BE USED AS A GENERAL GUIDELINE OF POSSIBLE GANGS IN OUR SOCIETY. PLEASE USE IT AS INTENDED. THE AUTHOR ALSO UNDERSTANDS THIS IS NOT AN EXHAUSTIVE LIST.

ASIAN GANGS-no distinctive clothes, tattoos or graffiti. Code of silence permeates the gang when involved with law enforcement. Older members lead the gang. Often a profit making focus. Chinese gangs are strongest and oldest of these gangs. Immigration to U.S. in 19th century.

BLACK GANGS-crip and bloods most popular names (2/3 are crips and 1/3 are bloods). Many subsections of each group. Major narcotic trafficking. Graffiti denotes marking of territory.

HEAVY METAL GANGS-themes of drugs, sex, defiance of authority. Emphasis on satanism with pre-occupation with blood, violence and death. Dress attire focuses on drugs.

HISPANIC GANGS-typically separated into two factions "south-serrano" or "north-nortano". The south colors are blue and the north or red. Graffiti has stylized curves and flow to it. Initiations involve a "macho" test.

PUNK ROCKER GANGS-tendency to come from upper middle class, white families. Anarchy, suicide, satanism are major themes. Dress to shock and draw attention. Body piercing and hair style color often part of their gang presentation.

RUSSIAN GANGS-newer to the United States. Violence and finances are focus. No major colors or dress attire.

SAMOAN GANGS-identification with black and Hispanic gangs. Mark turf, wear gang colors. Large population in California.

SATANIC GANGS-emphasis on chaos, disharmony, hedonistic gratification. Drawing many young people. Graffiti reference to satan, often found under bridges, overpasses. Vandalism and desecration of schools, state building, religious buildings.

SKIN-HEAD GANGS-may be associated with neo-nazi or Aryan nations. White supremacy at root of this gang. Shaved heads, black attire, chains. Intimidation is method. Racism and prejudicial ideology.

VIETNAMESE GANGS-victimize own people. Achievement oriented, place fear of retaliation upon others. Successful, profitable criminal organization.

GANG ASSESSMENT TOOL

(NATIONAL SCHOOL SAFETY CENTER)

PLEASE COMPLETE THIS QUESTIONNAIRE BASED ON YOUR
SCHOOL/COMMUNITY. **(SEND TO INSTRUCTOR)**

- Do you have graffiti on or near your campus? (5)
- Do you have crossed-out graffiti on or near your campus? (10)
(this may signify gang retaliation or gang maneuvering for territory)
- Do your students wear colors, jewelry, clothing, flash hand signals or display other behavior that may be gang related? (10)
- Are drugs available near your school? (5)
- Has there been a significant increase in the number of physical confrontations or stare downs within the past twelve months in or around your school? (5)
- Is there an increasing presence of weapons in your community? (10)
- Have you had a drive-by shooting at or around your school? (15)
- Have you had a "show-by" display of weapons at or around your school? (10)
- Is the truancy rate of your school increasing? (5)
- Are there increasing numbers of racial incidents occurring in your school or community? (5)
- Is there a history of gangs in your community? (10)
- Is there an increasing presence of "informal social groups" with unusual names (Woodland Heights Posse", "Dead City Boys", "Females Simply Chillin")? (15)

Point values should be totaled. The following scores will indicate the level of need for a school security review:

0- 15 points, no significant gang problems.

20 - 40 points, emerging gang problems.

45 - 60 points, a significant gang problem for which a gang prevention and intervention plan should be developed.

65 points or higher, (move quickly ☺,just kidding) an acute gang problem that merits a total gang prevention, intervention and suppression program.

GANG THEORIES

Below are several theories as to why gang attitudes and actions exist. It is my experience that by integrating the theoretical perspectives, a greater understanding occurs as compared to utilizing only one approach.

1. **STRAIN THEORY**-discrepancy between economic aspirations and opportunity to achieve such goals. Frustration, deprivation, discontent all may occur. Research shows that delinquent behavior is more severe among the low income status. However, as youths become adults, tendency to become law abiding. This theory does not explain middle class gang involvement.
2. **SUBCULTURAL THEORY**-delinquent behavior grows from rebelling against social, cultural norms. Focus on excitement, toughness, autonomy. Youth are drawn into deviance to live up to group expectations. Group pressure is great, environment plays important part of deviancy. This theory does not take into account different, individual personality traits. It doesn't account for those who **do not** follow the road to deviancy.
3. **CONTROL THEORY**-believes we have a pre-disposition toward delinquency-examines why we don't offend. There are social bonds and attachments to people in life. The weaker the bonds, the more likely people are to offend. Family influence is integral part of this theory. The weaker the parenting bond, greater the delinquency. This theory does not help us understand how one person in a family will follow road of delinquency, while another child in same family, same parent, same upbringing, will not be drawn into gang behavior.
4. **LABELING THEORY**-kids become stigmatized and a self-fulfilling prophecy occurs. Minor transgressions are met with chastisement, yielding failed expectations. A shift occurs from the "acts" being delinquent to the "person" being delinquent. The labeling theory does not focus on individual responsibility and accountability.
5. **RADICAL THEORY**- social and economic structure of society pushes people toward crime. A capitalist economy that benefits the dominant class does not allow for success for other groups. The criminal law is used to perpetuate the ruling class. One must have money and power to succeed. Social conflict, racism and exploitation impacts youth. Unfortunately, this theory gives little room for interventions as it recognizes the United States is based on capitalism and economic success.

PRE-GANG BEHAVIOR

- POOR ACADEMIC PROGRESS
- TRUANCY FROM SCHOOL
- RESENTFUL OF AUTHORITY
- FREQUENT NEGATIVE POLICE CONTACTS
- MAY DRESS IN TRADITIONAL GANG ATTIRE
- FROM HIGH RISK NEIGHBORHOOD
 - HIGH UNEMPLOYMENT
 - HIGH TRANSIENT POPULATION
 - LITTLE OR NO RECREATIONAL FACILITIES
 - HOMOGENOUS ETHNIC COMMUNITY

Levels of Involvement in a Gang

It is important to be able to determine the extent to which an individual is or is not involved in a gang. This schedule is basic and will vary from gang to gang.

Level I - Fantasy

1. Knows about gangs primarily from newspaper, newscasts and the movies.
2. May or may not know about "real" gangs.
3. May or may not know one or more gang member but does not associate.
4. May or may not like, respect or admire a gang, a gang member or the gang lifestyle.
5. Sees gang members "living out a fantasy".

Level II - At Risk

1. Knows about gangs and gang members, first hand.
2. Casually and occasionally associates with gang members.
3. Lives in or near gang areas (turf).
4. May like or admire gangs, or gang members as individuals.
5. May like and/or admire the gang lifestyle but not participate fully.

Level III – Wannabe, Associate

1. Knows and likes gang members, first hand.
2. Regularly associates with gang members.
3. Considers gangs and related activity as normal, acceptable or admirable.
4. Finds many things in common with gang members
5. Is seriously thinking about joining a gang.

Level IV - Gang Member

1. Is officially a gang member.
2. Associates almost exclusively with gang members to the exclusion of family and former friends.
3. Participates in gang crimes and most other related activities.
4. Is not considered hard core by fellow gang members or others.
5. Has substantially rejected the authority or value system of family and society.

Level V - Hard-core gang member

1. Totally committed to the gang and gang lifestyle.
2. Totally rejects anyone or any value system, other than the gang.
3. Is considered hard core by self, other gang members and authorities.
4. Will commit any act with the approval of a demand from the gang.
5. Does not accept any authority other than the gang.

Right of passage into a particular gang may vary from gang to gang, but usually require the prospective gang member(s) to commit a criminal act(s) which may range from a drive-by shooting to spray painting graffiti on a police vehicle. The final right of passage usually consist of the subject standing in the center of a circle; the subject is then beaten by circling members for a period of one to three minutes.

A CASE STUDY

Answer the questions at the end and send to the instructor

Karl was a 14 year old boy with a desire to be a part of the crowd. His older brother was very athletic and bright, which allowed him to be very popular. In contrast, Karl was not as coordinated and certainly had more difficulties in school. Not only was he rather gangly in physique, but his face was full of pimples (which others constantly reminded about).

His family moved to another city over the summer and Karl was anxious to start over. The first person he met was a rather rough young man, 17 years of age, and full of stories about the exciting city they lived in. Karl was a bit uncomfortable, but it was the first person he had met. His new "friend" invited to a get together that night. Karl received permission from his parents by telling them it was a pre-school get together.

Once at the party, Karl realized he had never been in a situation like this before. All the guys were talking about fighting, involvement in drugs and how they were such good friends. It was quickly apparent to Karl that the kids were all part of a gang, one that was very well known and probably feared by other kids. To his surprise, they all seemed to like Karl.

For the next three weeks, Karl met regularly with the group. He was careful not to have them come to his house as his parents would not approve. Finally, he had friends. At the end of one evening, the leader of the group asked Karl if he wanted to join the gang. He explained that Karl would be family, they would stick together, stand up for one another. He told Karl about the money he would have, the girls, the respect. Although deep down Karl knew this was not for him, he boldly said "yes" and began the process of entering into the gang world.

PLEASE ANSWER THE FOLLOWING QUESTIONS AND SEND THEM TO THE INSTRUCTOR.

1. If Karl came to you, as an educator, and explained his dilemma, what advice would you give him? Remember, he finally has friends and respect.
2. Karl's parents come to you and share what has happened. What would you tell them?
3. If Karl would not have joined the gang, but entered school very lonely and isolated, what ideas would you have tried with him?
4. Have you ever known a "Karl"? Perhaps he didn't join a gang, but what did occur in his life?

A PARENT'S GUIDE-Signs of Gang Affiliation

- ** Change of friends
- ** Refers to friends by nickname
- ** Refuses to follow house rules (curfew, chores, etc.) I know this sounds like 99% of teenagers, but let's keep it in perspective with the total list.
- ** Talks about group involvement or illegal activities
- ** Graffiti on books, notebooks, clothes or body
- ** Use of hand signs
- ** Always has money or new items of clothing, or jewelry, yet has no regular job
- ** Change of appearance: tattoos, hairstyle, walk, talk, dress, etc. (check with school or police to find out specific clothing, jewelry, symbols or grooming styles associated with gangs).
- ** Drop in school attendance and/or grades
- ** Increase in discipline problems at school
- ** Cell phones are now a regular part of our society. However, investigate the purpose of their use and, are they necessary for your child.

NOTE: Anyone of these signs alone would not necessarily indicate gang affiliation, however, collectively the signs may indicate other problems a parent should be concerned about.

Parenting Tips

Prevention is the key to controlling gang activity. Many parents are unaware that their children are involved in gang activity. Many of the younger gang members are not aware of the realities of the violence associated with gang membership or the finality of death. Parents should look for changes in the behavior patterns of their children. Such changes include truancy, a decline in grades, changing of friends, late hours, graffiti in their bedrooms and other indications of gang involvement.

Suggestions:

1. Hold steadfast to home rules
2. Spend quality time with your child - just for them.
3. Require kids to call if they are going to be late.
4. Listen to your child and their friends.
5. Communicate with parents of children's friends.
6. Know where your child is at **all** times.

Start Neighborhood Watch or Block Watch Programs

Activities:

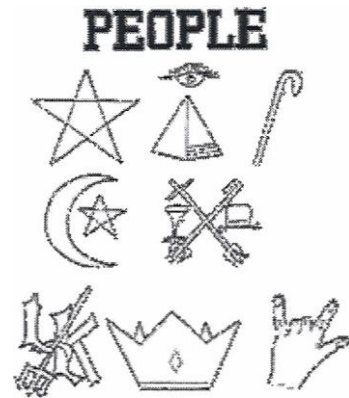
1. Take elementary students to college/high school games to promote interests in sports.
2. Host gang free parties (kids can't go outside until ready to leave).
3. Promote Neighborhood Night Out (block parties).
4. Promote family activities.
5. Promote Community Cookouts

Gang Identifiers

A gang member uses graffiti, hand signs, tattoos and color to signify their membership in a gang and to communicate their gang affiliation to others.

Each gang has its own unique symbol, sign, colors, jewelry and dress.

These serve not only to identify gang members, but also to promote gang solidarity.



Colors

Matching clothing such as shoes, shirts, caps and bandannas are common group identifiers.

Colors are of paramount importance to the gang. They serve not only to identify gang members, but also to promote group solidarity. Degrading one's colors or symbols is the ultimate humiliation.

Gang signs and symbols

If you are parent or teacher and you think that gangs couldn't be present in your neighborhood, think again. Though gangs are more prevalent in larger cities, they are rapidly expanding into smaller cities and towns. How exactly do you distinguish a gang? The Federal Bureau of Investigation, or the FBI, describes a street gang as, "A criminal enterprise having an organizational structure, acting as a continuing criminal conspiracy, which employs violence and any other criminal activity to sustain the enterprise." In other words, a gang is an organization whose purpose is criminal activity and violence.

Most street gangs are made up of teens and young adults that act together to commit criminal acts. Most gangs, but not all, sell drugs. Others commit other crimes to support themselves and the gang, such as robberies and prostitution. Usually, a gang claims a certain neighborhood, street or area as their "turf," and they defend it as if at war for the property. Each gang has their own laws and customs within the gang. Gangs can be identified by their clothing, the way they wear it, as well as the colors, tattoos, graffiti and hand signs.

CLOTHING

Some gangs adhere to strict dress codes. A common gang "uniform" consists of khaki pants with sharp creases ironed down the front of each leg, a white T-shirt worn under a plaid flannel shirt, and a bandana. The way the clothing is worn and the color of the clothing varies with the individual gangs. For example, members of some Hispanic gangs wear their shirts buttoned only at the collar, while black gangs wear their shirts open.

Certain gangs also favor one side of their bodies. For example one gang may favor the left side of their bodies by wearing their hats turned towards the left, the left leg of their pants rolled up and a bandana on their left side. While their rival gang will favor the right side of their bodies and wear the same type of clothing, on the right side of their bodies.

Gangs openly wear their signifying clothing. Some of the styles the gangs display include:

Baseball hats:

Red or Blue, also Professional sport teams logos

Worn towards one side or backwards

Bandanas:

Worn on the head, tied to a belt loop or sticking out of a pocket

Red signifies a Blood gang

Blue signifies a Crips gang

Shirts:

White T-shirts worn under plaid shirts, worn open or button only at the collar.

Pants / Shoes:

Jeans or pressed Khakis

Colored Shoelaces

One pant leg is rolled up

Baggy, oversized pants with boxers showing

TATTOOS

Tattoos are not a tell-tale sign that the wearer is a gang member. Though many gang members do wear tattoos, some do not. Hispanic gangs frequently tattoo their arms, hands, shoulders, stomachs, back of necks and backs. The tattoo may be small or large enough to cover the entire back or stomach. Often, the gang member will have the name of his or her gang tattooed somewhere on their bodies.

Unlike many Hispanic gangs, black gang members do not usually use tattoos to identify their gang membership.

TATTOOS

Some are self- inflicted

Some are very elaborate "artwork"

Teardrops, Spider Webs (On Neck or Next to Thumb)

Tattoos or words on knuckles

Gang names tattooed on body (Back of neck, stomach, back, arms)

HAND SIGNS

Most gangs use hand signs to identify their gang and as a form of communication. Hand signs are also used to "flash" a warning or a threat to rival gangs. Some gangs have elaborate hand and body signals, so advanced, that they can have complete conversations without saying a word. These signs are frequently used when they don't want others to know what they are about to do.

GRAFFITI

Gang related graffiti may be the first sign that there are gangs in the community. Gangs use graffiti as their "newspapers," their way of marking boundaries and warning rival

gangs. Graffiti may also be used to advertise the selling of drugs. Or as a means of erecting a memorial to a killed gang member.

Some gang related graffiti signs include:

Crowns

Stars

Hearts

Pitchforks

Artistic drawings of gang's name

Hard to read-lettering

What are some other signs that signify gang involvement?

1. Friends are known or believed to be gang members
2. TATTOOS, possibly self-inflicted
3. Using a nickname or attaching a prefix or "pet" name to their own name
4. Gang graffiti on school books or book backs
5. Using hand signals when talking to their friends
6. Spending a lot of time away from home
7. Having money or material possessions that they shouldn't have.
8. Showing signs of physical injuries with a poor excuse for how they got them (could be the result of being "jumped in")
9. Getting in trouble with the law
10. Losing interest or dropping out of school

If someone displays one or even several of these signs, it does not necessarily mean that they are in a gang. The Rap Music culture has made the wearing of baggy, over-sized clothing popular among teenagers. Clothing alone should not be a sole basis for determining gang activity. For more information on gangs or for specific information on gang activity in your area, contact your local police department.

Graffiti

Graffiti is known as the newspaper of the streets.

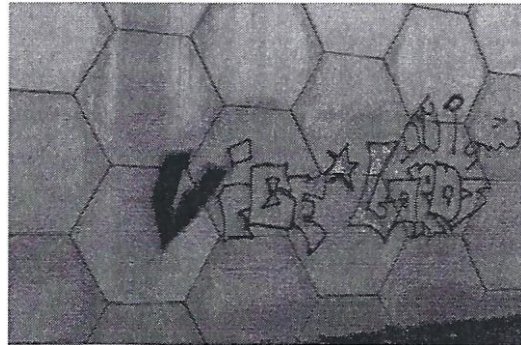
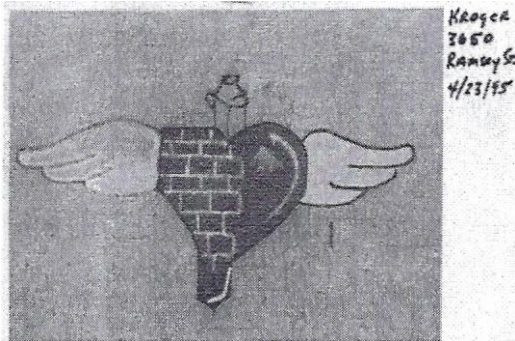
To most members of society, graffiti is just vandalism and childish pranks and means nothing more than that. However, to gang members and trained observers, it is clear what can be obtained from these messages and symbols.

Gang Graffiti accomplished the following:

- It identifies the gang, its members and its territory
- It issues warnings and challenges to rival gangs.
- And most importantly it glorifies the gang and make their existence well known



*** One of the first indicators that gang activity is present in a community is the surfacing of graffiti in that community.**

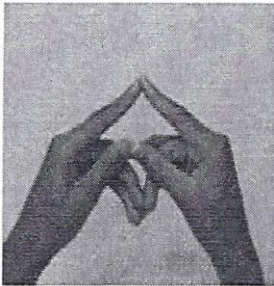


Hand Signals

The use of hand signals is multipurpose:

- It's a means of communicating gang affiliation to both rival and allied gang members
- Hand signals are also used to challenge and/or put down a rival gang member
- Can be used to provide silent/covert orders and/or instruction from leaders to members

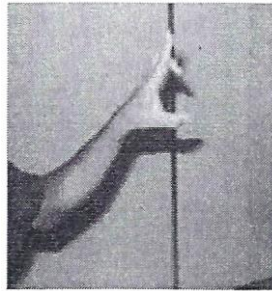
8.



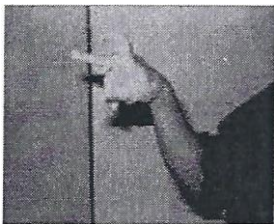
Six Point Star
Eight Trey Gangster
East Coast Crip



Blood
Crip Killer



Crip



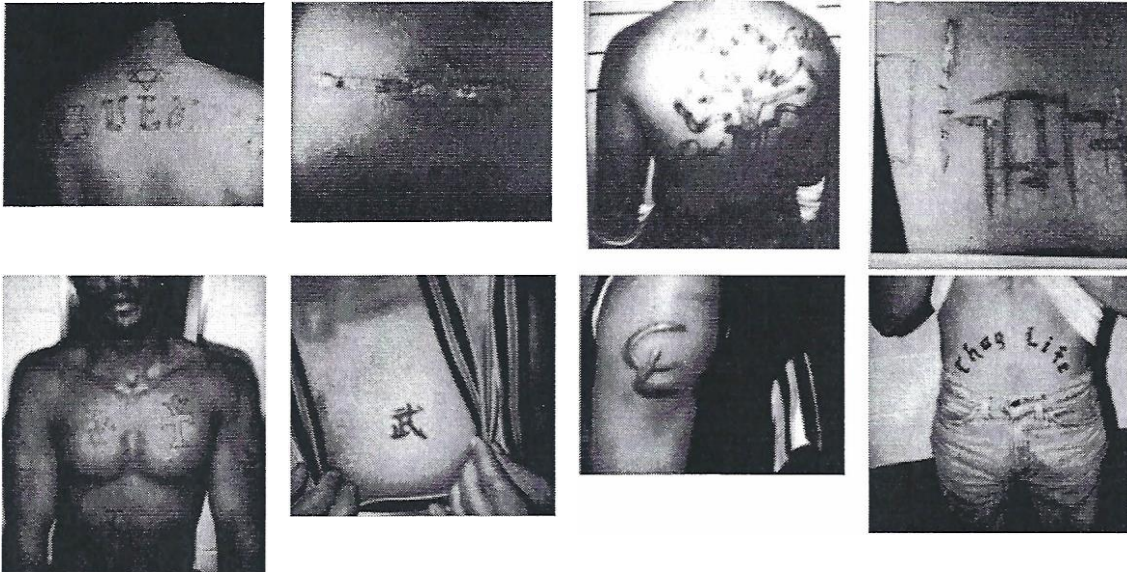
Blood Killer



Tattoos and Brands

The tattoo can be used to identify the gang member's gang, set and moniker.

The tattoo may appear on any place of the member's body, such as his neck, arms, wrists, hands, chest and legs.



DISCOURAGING CHILDREN FROM JOINING GANGS (parent guide)

- 1. Discourage your children from hanging around with gang members.**
Meet their friends. Who do they spend time with each day?
- 2. Occupy your children's free time.**
Community involvement, sports, recreation, family, religious affiliation.
- 3. Develop good communication with your children.**
Have positive, caring talks with your children. Don't condemn them, keep communication open.
- 4. Spend time with your children.**
Family activities-parks, museums, beach, mountains, camping, bike rides.
- 5. Do not buy or allow your children to dress in gang-style clothing.**
If you dress like a gangster, you will attract gangsters. Age appropriate.
- 6. Set limits for your children.**
Acceptable/Unacceptable. Negotiable/Non-negotiable.
- 7. Do not allow your children to stay out late and spend a lot of unsupervised time out in the streets.**
Have a curfew, deadlines, off limit areas. "Do you know where your kids are?"
- 8. Do not allow children to write gang names, symbols or gang graffiti (on papers, books, clothes, body, walls).**
Respect for property. Symbols will attract attention (not always positive).
- 9. Develop an anti-gang environment in your home.**
Speak about gangs, discuss news reports, read articles out loud.
- 10. Learn about gang and drug activity in your community.**
Educate yourself and those in your family.
- 11. Participate in the education of your children.**
Take an interest. Go and check out the local hangouts, listen to their music, know what they are reading.
- 12. Participate in the community.**
Block watch programs, know your neighbors, share phone numbers.
- 13. Be a good example.**
Your children do watch you. Are you a good role model?

A STUDENT GUIDE TO **FIGHTING PEER PRESSURE**

- **ASK QUESTIONS**- asking questions gives one a feeling of being in control. It empowers the individual who asks the questions.
- **SAY NO LIKE YOU MEAN IT**- don't mumble when you speak. Give eye contact. Be certain of your thoughts. Don't be embarrassed to say, NO!!
- **BE REPETITIVE**- try the broken record approach. "I really don't want to ", "I said, I really don't want to ... ", "I'm not sure you understand, but I really don't want to "
- **STAY AWAY FROM PRESSURE ZONES**- when feeling pressured, change the "scenery". Leave, go elsewhere. You are in charge.
- **AVOID STRESSFUL SITUATIONS**- be aware of places, people or situations that cause you to feel pressured or unsure of yourself.
- **USE THE BUDDY SYSTEM**- it is easier to avoid peer pressure when you have another person on your side.
- **CONSIDER THE RESULTS OF GIVING IN**- be sure to weigh the consequences of giving in to the pressure before choosing a direction.
- **CONNECT WITH THE LEADER OF THE PACK**- try a one-on-one approach and appeal with the leader.
- **DON'T BELIEVE "EVERYONE IS DOING IT"** - if you are not doing it, then "everyone" isn't! Be an individual, be a person of conviction.
- **BE YOUR OWN BEST FRIEND**- you are important. If you don't look out for yourself, who will?
- **DON'T PRESSURE OTHERS**- do you pressure others? Stay away from the pitfall of pressuring others. Be a good role model.
- **SPEAK OUT**-watch out for the "underdog". Be willing to help another person stand up and avoid peer pressure.
- **WATCH YOUR MOODS**- moods impact our attitudes. Be careful not to swing up and down with your moods. They may catch you at a down time.
- **EVALUATE YOUR FRIENDSHIPS**- who are your friends? Do they pressure you? Is that what a friend is?
- **IF NECESSARY, FIND NEW (OR REAL) FRIENDS**- find people who will allow you to be who you are, but still have the ability to challenge you and speak into your life.

GANG QUESTION FORMAT
To Be Used With Assignment #9

The following are a list of possible questions to ask when discussing gangs with law enforcement personnel.

- 1. On a scale of 1 to 10 (with 1 being no gang activity and 10 being full gang activity) how would you rate our community?
- 2. What are some of the indicators we should look at that indicate gang activity?
- 3. Is the media in tune with what is happening in the community?
- 4. What could the schools do to help prevent or minimize gang involvement?
- What brought (or will bring) gangs to our area?
- 6. What age range do we see for gangs?
- 7. What types of activities are the gangs involved in (drugs, robbery, etc)?
- 8. What types of gangs are found in our area?

EARLY PREVENTION PROGRAM FOR GANG RESISTANCE

POSITIVE ATTITUDES-

People with positive attitudes tend to avoid injuring others and harming self Focus on self-esteem and positive goals.

GOAL SETTING AND FUTURING-

Students need to look to the future. Visualize success. Hear stories of successful people, overcoming odds, touching heroes.

COMMUNICATION SKILLS-

Help students to communicate by teaching problem solving skills, conflict resolution, paraphrasing and reflective listening. Teach them how to negotiate and turn a situation into a win-win.

POSITIVE RELATIONSHIPS-

Support from others helps one accomplish their goals. Provide team building strategies, cooperative learning, group work. Establish buddy partners and peer counseling strategies.

LEADERSHIP SKILLS-

Teach kids the importance of honor, telling the truth, being responsible and following through with tasks. Discuss keeping your word, critical thinking and leading by example.

DANGERS AND CONSEQUENCES OF JOINING A GANG-

Discuss graffiti, dress, terminology and actions. Teach about drugs and weapons. Help students to see far reaching ramifications of gangs to family and friends. Life and death issues, temporary versus permanent consequences. Help them see the myths and understand the truth.

SOCIAL SKILLS TRAINING-

How to get along, to say no, to ask for help. The question is not whether to join a gang, but which one to join. Help them deal with peer pressure. Involvement with extra-curricular activities will be helpful.

COMMUNITY PARTNERSHIP-

Get local speakers, kids who got out of gangs, police officers. Younger kids are impressed by uniforms and stories. Use parents to set speakers up and have them attend.

DO'S AND DON'TS

EDUCATOR AND GANG RELATIONSHIPS

**** *AWARENESS is the key***

AVOID DENIAL. BE AWARE OF GANG PROBLEMS. CHECK OUT ALL RUMORS AND POSSIBLE GANG ACTIVITY.

**** *DEVELOP alternative plans for situations***

ANTICIPATE PROBLEMS. MAKE PLANS FOR SITUATIONS. ASSESS COMMUNITY NEEDS AND THEY BECOME SCHOOL NEEDS. REMOVE ALL GRAFFITI IMMEDIATELY.

**** *ESTABLISH communication with community agencies (police, juvenile)***

INCREASE COMMUNICATION WITH COMMUNITY. HAVE SPEAKERS, MAKE A PAPER TRAIL, KNOW THE LAW.

**** *ENFORCE rules in your schools***

HAVE A CAMPUS POLICY. (BOOKBAGS, HATS, GANG SYMBOLS, WRITING ON NOTEBOOKS, SAGGING PANTS). DON'T MAKE RULES YOU CAN'T ENFORCE. SCHOOLS NEED STRUCTURE.

**** *PREVENTATIVE programs are a must***

HAVE COMMUNITY REPRESENTATIVE ASSESS PROGRAMS. HAVE SOCIAL SKILLS COMPONENT, DRUG AWARENESS, PEER CONNECTIONS, SELF-ESTEEM BUILDING.

**** *EDUCATE staff and district employees***

TRAIN STAFF. MAKE IT A PRIORITY, REGARDLESS OF INDIVIDUAL ATTITUDES.

**** *DON'T treat gang members as problems, treat them as students***

DON'T EMBARRASS, MAKE FUN OF, PUT DOWN. TREAT WITH STUDENT RESPECT. TREAT AS INDIVIDUALS, GET TO KNOW THE KIDS, TALK WITH THEM, FIND OUT WHAT IS IMPORTANT TO THEM.

**** *COMMUNICATE as a staff***

HAVE WRITTEN PROCEDURES, DE-BRIEF AFTER AN INCIDENT. CHECK OUT ALL RUMORS AND CONCERNS. DO NOT MINIMIZE ANY PROBLEM. GAIN AGREEMENT FROM STAFF.

GANG ASSESSMENT & PLANNING GUIDE

LEVELS OF GANG ACTIVITY

INTERVENTION PROCESS

NO KNOWN GANG ACTIVITY

LEVEL 1

- Have some existing gang prevention and education programs
 - Recreation, employment and other programs for youth
 - Strong sense of community/family
- Maintain existing programs / priority
 - Reinforce positive attitudes for family, home, community and the law
 - Maintain strong business/civic interaction

LIMITED GANG ACTIVITY

LEVEL 2

- Gangs near your community; sporadic gang crimes/ graffiti
 - Limited gang intrusion
 - General indifference or denial
 - Community passive "let others respond"
- Share gang intelligence and program information
 - School and community prevention/ education programs
 - Increase sports/ other community activities
 - Graffiti abatement efforts
 - Anti-gang public info campaign

EMERGING GANG ACTIVITY

LEVEL 3

- One or more gangs in area
 - Local schools and parks are hangouts
 - Loss of community identity/pride
 - Limited short term counter measures
 - Increase in gang crimes
- Develop and implement target area strategies
 - Specific gang suppression programs
 - Community mobilization (Reclaim the community)
 - Parent education and accountability
 - Job placement (youth-at- risk)

COMMUNITY IN CRISIS

LEVEL 4

- Major gang activity/drive by shootings
 - Parks and school dominated by gangs
 - Community lives in fear
 - Increase in truancy/dropouts/crime
 - Police overburdened
- Develop and implement major community mobilization efforts
 - Collaboration between community, schools, law enforcement

(GANG ASSESSMENT AND PLANNING GUIDE ---continued)

GANG-CONTROLLED COMMUNITY

LEVEL 5

- Gangs dominate most of daily life
 - Tax base eroded/businesses flee
 - An "illegal" economy thrives
 - General breakdown of family and community
 - Institutional response to gangs overwhelmed
- Declare gang state of emergency
 - Majority of efforts left to professionals
 - Develop a block-by-block effort
 - Selected resident and law enforcement patrols

(SEND TO INSTRUCTOR)

EVALUATE YOUR SCHOOL OR COMMUNITY. WHERE DO THEY FIT IN ON THIS ASSESSMENT GUIDE? CHOOSE THE APPROPRIATE LEVEL, THEN WRITE OUT THE TYPES OF ACTIVITIES THAT PLACE YOUR SCHOOL/COMMUNITY IN THAT LEVEL. THEN WRITE OUT INTERVENTION IDEAS (EITHER PRESENTLY BEING USED OR ONES YOU FEEL SHOULD BE USED).

PLEASE SEND TO THE INSTRUCTOR (2-3 PAGES)

Pre-Crisis Indicators

- Sudden self segregation.
- Clustering of rival groups.
- Unusual movements of a group from its normal 'territory'.
- Students attending school events that they normally do not attend.
- Isolated racial fights.
- Incident or disorder in the community at large.
- Discovery of weapons in or around school.
- Increased incidents on buses and along bus routes.
- Increase in conflicts.
- Warnings of custodial, cafeteria and transportation personnel.
- Parents coming to school to withdraw their children in fear of what might happen.
- Students protecting siblings.
- Increase in graffiti on walls, textbooks and papers.
- Excessive change in clothing color and styles and use of numerals. How they are worn and who they wear it with?
- Use of hand signals.
- Appearance of tattoos or brands.
- Use of nicknames. Matching nicknames with graffiti lists.
- Possess large amounts of money without parent awareness.

WHAT CAN WE DO ABOUT GANGS?

LOOKING AT PARENTS, SCHOOL, LAW ENFORCEMENT, COMMUNITY

PARENTS NEED TO:

- Become involved in their child's activities and know their child's friends;
- Build self-esteem in their child;
- Know where their child is after school and on weekends;
- Encourage their child to remain in school and achieve;
- Build a sound, trusting family relationship;
- Encourage individuality in their children;
- Aspire to be a positive role model for their children and support school district endeavors to address gang related issues.

SCHOOLS NEED TO:

- Educate staff and teachers about gangs and gang membership indicators;
- Establish policies that address gang activities;
- Provide counseling and gang reduction/intervention programs;
- Provide information to students and parents through seminars and classes about drug abuse and gangs;
- Coordinate with law enforcement to identify, investigate and prosecute gang related activities.

LAW ENFORCEMENT NEEDS TO:

- Make criminal youth and gangs its #1 priority;
- Train officers and develop programs to address gang activity;
- Coordinate with school districts, social service agencies, probation and parole, and other law enforcement agencies in an effort to prevent gang activity and membership from escalating;
- Educate the community and engage in strategies that make gang membership uncomfortable and undesirable for "wannabe's."

COMMUNITY LEADERS NEED TO:

- Address the underlying dynamics that create a social environment that is conducive to the emergence of gangs;
- Provide opportunities for housing, employment, and entertainment;
- Support an awareness campaign about the hazard of gangs;
- Develop ordinances to discourage and control gang activity;
- Provide alternative activities for gang "wannabe's" in an effort to prevent the increase of gangs;
- Coordinate with community centers to provide facilities where positive activities and programs can be conducted;
- Encourage the media to educate the public (not sensationalize) about incidents involving gangs.

Young People Can Leave Gangs

Although many young gang members often speak of the "positive" aspects of gang life, the negative consequences far outweigh any perceived benefits. Former gang members have shared a number of reasons for wanting to leave a gang, including fear of personal injury, imprisonment, or death; anticipation of sibling involvement; and the birth of a child. There are things you can do to assist a young person who wants to escape a gang and begin living a positive lifestyle.

These seven strategies integrate gang prevention education and the creation of positive alternatives to gangs.

~ Educate young people about the costs and consequences of gang involvement. Gang members may risk personal injury from rival gangs, injury to family members, and even death. To combat the growing number of gang-related crimes and offenses, new laws now support some of the stiffest penalties for gang-related offenses. These include larger fines and longer sentences-I 5 years or more for gun violations, drug trafficking, and violence.

~ Keep youth in school and enrolled in positive activities when the school day ends. Find ways to help at-risk youth by developing interesting school-wide programs or taking part in the National Crime Prevention Council's *Community Works* curriculum. Help create and coordinate afterschool learning and recreational activities for latchkey youth, so that they do not participate in delinquency during these critical afternoon hours.

~ Raise awareness among parents and students of the signs of gang activity. When students understand gang characteristics, they will know who and what to avoid. Advocate for a school dress code that prohibits any clothing or symbols that suggest gang membership.

~ Provide students with opportunities to practice refusal skills. Create realistic scenarios and allow young people to role-play appropriate responses. Promote self-esteem and responsible decision making; these developmental skills will bolster youth confidence and assertiveness.

~ Make sure your school is a designated drug-free and gun-free site and that your students are aware of this status. Declaring your school a safe zone allows students to feel protected. Criminal violations within these zones are serious and carry stiff fines and penalties.

~ Engage students in community service or service-learning projects. Allow students to select, plan, and execute a project that addresses a concern or issue in their school or community. Community service can increase positive attitudes toward others, the community, and the future.

~ Many gang members have safely left gangs. Encourage youth who want to leave a gang to talk to an adult they trust and respect. You may need to direct these young people to appropriate social services, victim service providers, crisis hotlines, or other community support agencies. For help locating local victim service providers, go to the Office for Victims of Crime, Directory of Crime Victim Services website (<http://ovc.ncjrs.org/fmdvictimservices>). You can also refer youth to The National Center for Victims of Crime Helpline (800-FYI-CALL). Hopeline (800-442-HOPE) is open 24 hours a day, seven days a week. Both crisis hotlines will speak with youth and help them find local resources to help youth leave gangs. Community religious leaders can also provide counsel and assistance to youth in need.

NINE STEPS TO CORRECTIVE TEACHING

1. INITIAL PRAISE/EMPATHY

- "I" statements
- Praising

2. DESCRIPTION/DEMONSTRATION OF INAPPROPRIATE BEHAVIOR

- Point out error
- Don't dwell on negatives

3. CONSEQUENCES

- Loss of privileges
- Allow them to earn privileges back, if appropriate

4. DESCRIPTION AND DEMONSTRATION OF APPROPRIATE BEHAVIOR

- Task analyze
- Does the student understand the skill

5. RATIONALE

- When is the skill important?
- What is the benefit of knowing the skill?

6. REQUEST FOR ACKNOWLEDGEMENT

- Student should model, demonstrate skill

7. PRACTICE

- Role-play and verbalize skill

8. FEEDBACK

- Let the student know you will look for skill demonstration

9. GENERAL PRAISE

- Follow through and find a place to praise child

*** ADD ONE ITEM IN EACH CATEGORY. BE AS CREATIVE AS YOU DESIRE.

CONFLICT PREVENTION STRATEGIES

STAFF DEVELOPMENT

Inservices, education, awareness of myths

PRACTICAL APPLICATION

Strategies for interventions, community access, speakers

SOLUTION STRATEGY

Use entire school. Gain ownership from students and staff.
Obtain information from gangs ... avoiding disrespect, what are their desires, boundaries within school.

LAW ENFORCEMENT/SCHOOL SECURITY

Monitor the school. Make a safe environment. Ban gang attire, put backpacks in lockers, no coats during class (hide weapons) .
Connect with law enforcement.

SUPERVISION SCHEDULE

Develop a response plan, "what if...?" Who is in charge of supervising? Who monitors specific areas?

IDENTIFICATION OF GANG MEMBERS

Identify those students who are gang involved or "hang out" with gang members.

MONITOR BEHAVIOR

Is there enough security and supervision during recess, lunch, hallway, athletics, extra-curricular?

REMOVE GRAFFITI

Clean up all graffiti immediately. Paint over it. Do not mark it out. This is a sign of disrespect and can lead to retaliation.

COMMUNICATION WITH COMMUNITY

Open up channels of communication with police, community agencies, other schools.

COOPERATIVE APPROACHES

Utilizing a team approach. Prevents gaps and cracks for kids to slip through.

PARENTING CLASSES

Teach parenting skills. Have monthly or quarterly speakers for parents. Don't make the mistake of saying, "The parents that need it never show up." You don't know which parents need it or which ones will need it in the future.

CONFLICT PREVENTION STRATEGIES (CONTINUED)

TEAMS

Leadership training programs, peer mediation strategies, natural helpers, peer counseling.

EXTRA-CURRICULAR ACTIVITIES

Offer a diverse set of activities: sports, music, art, drama, computer, chess, etc.

VOCATIONAL TRAINING

Link students to new ideas. Show them a broader perspective and new worlds.

LEVELS OF DISRUPTION

Define levels of disruption. What is serious? When is it necessary to call parents? The police?

INFORMATION MANAGEMENT SYSTEM

De-briefing meetings. Who did what? What interventions were utilized? What about next time?

MEDIA

Who is the spokesperson in an emergency? Does the media have access to positive portrayals of the schools? Regular, ongoing examples should be given to local media.

Regular media coverage

RESOURCE AND CURRICULUM IDEAS

BULLYING AT SCHOOL

Blackwell Publishers
3 Cambridge Center
Cambridge, MA. 02142 (617)445-6638

GANG INTERVENTION HANDBOOK (7-12)

Research Press
Dept. 20
Champaign, IL. 61826 (800) 519-2707

GANG OUT

www.gangout.com
803-799-0990
(helping children and families to escape at risk behaviors)

RAISING CHILDREN TO RESIST VIOLENCE

American Academy of Pediatrics
or (847) 228-5005

SAFE SCHOOLS COALITION

Reduce violence and gangs (941) 778-6652

TEACHING CHILDREN IN VIOLENT TIMES (Pre-3)

Educators for social responsibility
23 Garden Street
Cambridge, MA. 02138 (617) 492-1764

VIOLENCE PREVENTION KIT (K-8)

Harvard Pilgrim Health Care Foundation.
185 Dartmouth Street
Boston, MA. 02116 (617) 859-5030.

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- The following two books are written by your instructor and contain a faith based perspective and biblical references.** These are available on line or through bookstores.
- What To Do When Words Get Ugly*. Michael Sedler. Revell Books, 2016 (edited/revised edition). Examines the topic of gossip and how it impacts people. (Adult) www.bakerbooks.com 1-800-877-2665
- When to Speak Up and When to Shut Up*. Michael Sedler. Revell Books, 2006. Communication book discussing conflict and encouragement. (Adult) www.bakerbooks.com 1-800-877-2665
(over 300,000 copies sold). Both books are also available in CD audio format.