

POETRY AND YOUTH ADJUDICATED FOR
ILLEGAL SEXUAL BEHAVIORS:
A MIXED METHODS STUDY

by

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ABSTRACT

The purpose of this longitudinal, embedded quasi-experimental mixed methods study was to explore the affect, self-identity, and behavioral patterns of youth adjudicated into a secure facility for their illegal sexual behaviors. Through a partnership with a secure facility and a community organization, the study examined intake and exit measure scores from the Millon Adolescent Clinical Inventory (MACI) and Psychopathy Checklist: Youth Version (PCL: YV) for 137 youth adjudicated for their illegal sexual behaviors in order to compare differences between those who participated in a creative writing class and those who did not. Furthermore, for those who participated in the creative writing class, their published poetry served as qualitative data analyzed for emotional expression. Finally, the two sets of data were “mixed” to determine whether there was a correlation between the types of emotions expressed and scores on outcomes of the two measures.

The findings established that there were not great differences in outcome scores on the MACI and PCL: YV between those who participated in the creative writing class and those who did not. This was not surprising given that the creative writing class is an adjunct to the central therapeutic interventions available within the secure facility. However, those who did participate in a creative writing class had greater decreases in self-reported oppositional behaviors, while those who did not had greater decreases in suicidal tendencies and depressive affect. Next, regarding the poetry, a larger number of negative emotions were interpreted than positive emotions, but a full range of emotions was expressed through topics of grief, love, abuse, self-exploration, and various other topics. Finally, when assessing the correlation between the

number of Positive or Negative Emotions interpreted and exit scores on the MACI and PCL: YV, there were significant correlations for the subscales on the MACI but not the sum score of the PCL: YV. The results of this study may encourage the inclusion of the arts in secure facilities and research contexts.

DEDICATION

I dedicate this dissertation to the youth who did and will participate in the Writing Our Stories program at Mt. Meigs. Thank you for your words and your stories. I pray this project elevates your voice and creates a better future for you.

LIST OF ABBREVIATIONS AND SYMBOLS

<i>YPSB</i>	Youth with Problematic Sexual Behaviors
<i>YAISB</i>	Youth Adjudicated for their Illegal Sexual Behaviors
<i>MACI</i>	Millon Adolescent Clinical Inventory
<i>PCL: YV</i>	Psychopathy Checklist: Youth Version
<i>N</i>	Total population size
<i>n</i>	Total sample size
<i>a</i>	Cronbach's index of internal consistency
<i>df</i>	Degrees of freedom: number of values free to vary after certain restrictions have been placed on the data
<i>F</i>	Fisher's F ratio: A ration of two variances
<i>M</i>	Mean: the sum of a set of measurements divided by the number of measurements in the set
χ^2	Chi-square: distribution for multinomial experiments and contingency tables
<i>p</i>	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
<i>r</i>	Pearson product-moment correlation
<i>t</i>	Computed value of <i>t</i> test
Φ	The phi coefficient is a measure of association for two binary variables
<	Less than
=	Equal to

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CHAPTER ONE: INTRODUCTION

The United States incarcerated 48,043 youth under the age of 21 in 2015 (Sickmund et al., 2019). Although this was a decrease from the 70,793 reported in 2010 (Sickmund et al., 2019), it is still roughly ten percent of the entire youth population in the United States (U.S. Census Bureau, 2016). According to the vision statement of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), they desired that, “[i]f [youth] come into contact with the juvenile justice system, the contact should be both just and beneficial to them” (OJJDP, n.d.). Since there has been a decrease in youth incarceration, a clear assumption is that the OJJDP is working towards and achieving just and beneficial interactions for youth who encounter the juvenile justice system. Yet, there are factors apart from an overall decrease in youth delinquency, such as sentencing youth in adult court, that influenced the decline (Ryan, 2012). In fact, research showed that the contact is not always beneficial to the youth, as evidenced by previous incarcerations predicting recidivism (Mennis & Harris, 2011; Lin, 2007; Synder et al., 2003). Beyond incarceration, societal perception (Viki, et al., 2012) and stigma (Merlo & Benekos, 2017) make reintegrating back into society difficult as well. For example, youth with problematic sexual behaviors (YPSB), formally known as juvenile sex offenders, are a subset of youth charged for delinquent behaviors viewed as unique and labeled as “the lepers of the criminal justice system” (U.S. House of Representatives, 2007).

Children and adolescents account for more than one-third of all sex- related crimes reported to law enforcement in the United States (Finklehor et. al., 2009). Sexual crimes pertain

to “purposeful sexual act[s] committed against another person, which may include physical, verbal, or other forms of coercion or manipulation” (American Psychiatric Association, 1999, as cited by Ryan, 2012). Examples include possession or distribution of child pornography, sexual assault, incest, indecent exposure, or a plethora of other crimes. As it specifically pertains to youth, it is defined as a pre- and pubescent youth “who commits any sexual interaction with a person of any age against the victim’s will, without consent, or in an aggressive, exploitative, or threatening manner” (Rothchild, 1996; Scavo & Buchanan, 1989, p. 60, as cited by Lakey, 1994, p. 755). Previously, the courts and society ascribed these youths with the term juvenile sex offender (JSO), because many adult sex offenders had reported offending in their youth and the assumption existed that JSOs would grow up to be adult sex offenders (Chaffin & Bonner, 1998), and although the definition has stayed the same, the terminology has shifted away from JSO to Youth with Problematic Sexual Behaviors (YPSB) to reflect a more person-centered, less stigmatizing approach to this population. Additionally, research demonstrated greater differences between adults and youth who engage in problematic sexual behaviors (Worling & Curwen, 2000; Przybylski & Lobanov-Rostovsky, n.d.) which led to a reclassification. The term YPSB pertains to youth served in community/outpatient-based and residential/correctional facility settings.

Youth with problematic sexual behaviors report experiencing more types and incidents of abuse than non-sexual offending youth (Cavanaugh et al., 2008; Leibowitz et al., 2012). During childhood and adolescence, the brain is developing at a rapid pace, and these early traumatic experiences affect the developing brain. Research has shown that one of the parts of the brain that these experiences directly affect is the amygdala, which is the part of the brain that processes and regulates emotions (Hanson et al., 2015). Additionally, one study found that physical abuse

was significantly related to the development of a callous-unemotional trait in this population and demonstrated a link between the trait and the problematic sexual behaviors (Knight & Sims-Knight, 2004). Although this connection exists, a report by McGrath and colleagues (2010) showed that throughout the United States, treatment for YPSB participating in residential or community-based settings is overwhelmingly based on Cognitive-Behavioral Therapy (CBT). CBT “is a psychotherapy that is based on the cognitive model: the way that individuals perceive a situation is more closely connected to their reaction than the situation itself” (The Beck Institute, 2016, pp. 1). Simply put, CBT asserts that an individual’s thoughts influence affect and behavior, and has shown to be an effective treatment modality for many youth who have sexually offended (Calleja, 2015; Worling et al., 2010; Worling & Curwen, 2000). Due to the success of CBT and despite the difficulty with emotion regulation and its influence on offending behaviors, affect, and its potential influence on cognition and behavior, remains a largely unexplored aspect of the current research conversation despite research showing deficits in this area for YPSB. However, there are certain therapies that provide an outlet for the exploration and expression of the affect through action.

Malchiodi (2005) defined expressive therapies as “the use of art, music, dance/movement, drama, poetry/creative writing, play, and sandtray within the context of psychotherapy, counseling, rehabilitation, or health care” (p. 2). One aspect that differentiates the expressive therapies from other psychotherapies, including CBT, is the act of self-expression within the therapeutic context. According to Gladding (1992) self-expression can expedite one’s journey into a better understanding of self and allows an individual to “exhibit and practice novel and adaptive behaviors” (p. 6). These adaptive behaviors are an essential part of expressive therapies because they permit the individual to act through creating, and through creating

discover and communicate their thoughts and feelings (Weiner, 1999). Nicholas Mazza (2003), one of the most influential voices in the field of Poetry Therapy, stated that creative writing “provides a vehicle for the client to express emotion and gain a sense of order and concreteness” (p. 20). Furthermore, Malchiodi (2005) explained that all art, including creative writing is “participatory and require[s] individuals to invest energy in them,” which can “alleviate emotional stress, allowing clients to fully concentrate on issues, goals, and behaviors” (p. 10). Although there are certain characteristics that distinguish expressive therapies from creative action, the elements of creativity integrated into therapeutic practice are beneficial to an individual and in congruence with other treatment. The current study examines the potential of writing poetry as a creative action for youth adjudicated for their illegal sexual behaviors.

The purpose of this study is to explore the affect of youth who have been adjudicated for their problematic sexual behaviors. This study will: 1) explore the emotions being expressed by youth adjudicated for illegal sexual behaviors (YAISB) through their poetry, which is written in a creative writing class; 2) examine whether participating in the creative writing class is associated with changes in interpersonal and antisocial behaviors, affect, self-identity, and behavioral patterns; and 3) assess the possibility of poetry enhancing the interpretation of changes in data. The first research question focuses on providing exploratory insights into this previously unexplored aspect of this population. The second research question concentrates on the creative writing class where the youths are writing poetry to assess the effect it is having on the youth’s affect and behavior during their time in the facility. Finally, the third question applies the findings from the first two questions to consider the potential application of poetry to interpret data.

CHAPTER TWO: LITERATURE REVIEW

Juvenile Delinquency in Society

During the 1980s and 1990s, there was a drastic increase in youth committing lethal and non-lethal crimes (Ash, 2006; Zimring, 2004). In addition, cases like *Menendez v. People* (1992), where the state of California convicted two brothers for murdering their parents, captivated the nation (Noble, 1996) to the point that popular culture discussion persists (Schroeder, 2017), and Bailey and Barbato (2017) recently created a docudrama production of the story. In response to the increase in crime rates and high-profile cases involving youth, John DiIulio (1995), created and popularized the “superpredator” concept projecting a “new breed” of youth “that have absolutely no respect for human life and no sense of the future...These are stone-cold predators!” (pp. 1, 4). Furthermore, Bennett, DiIulio and Walters (1996) labeled these youth as “fatherless, Godless, and jobless” and as “radically impulsive, brutally remorseless youngsters, including ever more teenage boys, who murder, assault, rob, burglarize, deal deadly drugs, join gun-toting gangs, and create serious [linked] disorders” (p. 27, as cited by Howell, 2009). This idea of youth superpredators never manifested in the way DiIulio and others projected. In fact, crime resulting in arrests for youth, ages 10 to 17 peaked in 1996 with 8,476.1 arrests for every 100,000 youth and has steadily decreased since then, reaching 2751.5 for every 100,000 youth in 2015 (OJJDP, 2017). However, policy makers and judicial systems were unable to know that this would be the trend in youth violence and felt a great need to respond to this “ticking demographic time bomb” (Zuckerman, 1995).

In response to the growing number of youths committing delinquent acts, policy makers shifted to a more punitive approach to justice. By the early 1990s virtually all states made changes to the court systems allowing them to transfer cases involving individuals as young as 13 to adult court (Sickmund, 2003; Stolley, 1997). This meant that, regardless of their biological or cognitive age, the courts viewed these youth as adults and could place them in adult prisons. This is even more concerning and disheartening when you consider that adult prisons are much less focused on rehabilitation than youth correctional facilities (Przybylski & Lobanov-Rostovsky, n.d.). This type of action negated the psychological theories of development presented by Piaget, Erikson, and others, as well as the general understanding of differences between youth and adults, and focused solely on the crime committed, which led to dehumanizing effects on this population (Merlo and Benekos, 2017). According to Smith (2016), “[d]ehumanized people are often believed to possess superhuman powers that are used for destructive, evil ends” (p. 27). This trend of dehumanization was doubly harmful for youth who had committed sexual crimes.

Youth with Problematic Sexual Behaviors

There was very little known about youth with problematic sexual behaviors (YPSB) and little research conducted with them until the mid-1980s (Lobanov-Rostovsky, n.d.). Therefore, the court system and greater community assumed what they knew about adult sex offenders as also applicable to youth who committed sexual crimes. For example, Longo and Grath (1983) surveyed 231 adults convicted of sex related crimes and sentenced in a correctional facility. Findings showed that between 24 and 32 percent began participating in problematic sexual behaviors such as voyeurism or exhibitionism as youth. Another study by Marshall and colleagues (1991) demonstrated similar results with 29 percent of the 129 outpatient child

molesters participating in the study “reported having deviant fantasies prior to the age of 20” (p. 323). These studies influenced the belief that youth who committed sexual offenses would eventually, and perhaps inevitably, become adults who sexually offended. Politicians and practitioners, therefore, responded to them as if they were little adult sex offenders, hence the term juvenile sex offender (Ryan, 2012; Lobanov-Rostovsky, n.d.). Additionally, individuals charged with sexual offenses are the only type of offenders required to register and regularly update their information on a national registry which the public has access to. Some states require youth over the age of 14 to register for life, causing them to “face innumerable barriers to successful prosocial development...such as residency restrictions and even restrictions on attending public schools based solely on their registration status” (Pittman and Nguyen, 2011, p. 6). Yet, research has demonstrated greater similarities between youth who commit sexual crimes and youth who commit non-sexual crimes (Fanniff & Kimonis, 2014) than between youth and adults who commit sexual crimes (Finklehor et al., 2009).

Criminal justice programs consider recidivism rates the gold standard for assessment of success. Although some criticize the weight given to this measure (Butts & Schiraldi, 2018), recidivism rates do provide insight which can and do inform criminal justice related practices. Fanniff and colleagues (2017) conducted a study where they examined data collected from 1,354 youth referred to the court for a serious felony or serious misdemeanor offense. Of the 1,354 youth referred, 127 referrals pertained to sex-related crimes. The results of the study showed no significant differences in rearrest rates ($p = 2.53$) for YPSB ($M = 1.25$, $SD = 2.08$) and non-sexually offending youth ($M = 1.60$, $SD = 3.34$). Furthermore, there was a significant difference ($p < .001$) in YPSB reporting a greater number of significant interpersonal relationships ($M = 0.14$, $SD = 0.81$) than non-sexual offending youth ($M = -0.17$, $SD = 0.84$), which is a protective

factor against reoffending. Schmidt et al. (2016) also compared recidivism rates for youth with sexual offenses and those with non-sexual offenses. The study found that out of the 389 youth, individuals with non-sexual offenses were significantly more likely to reoffend than sexual offending youth ($\chi^2(1, N = 389) = 31.42, p < .01$). More than one-third (34.8%) of YPSB reoffended sexually or non-sexually, while 63.2% of non-sexual offending youth reoffended. Hargreaves and Francis (2014) used survival analysis to assess how long it takes for youth who sexually offend to be at a similar risk level as someone who sexually offends for the first time. Initially, the YPSB are more likely to reoffend sexually. However, 17 years after the offense, individuals who offended sexually presented the same risk level as someone who had no criminal convictions prior to the age of 21. Caldwell (2010) conducted a meta-analysis of 63 different studies to assess sexual and non-sexual recidivism rates among YPSB and found that the rearrest rate within five years was only 7.5% for a sex-related offense. Despite research showing greater similarities between youth who offend sexually and youth who offend non-sexually, as well as the low recidivism for sexual offending, the laws do not require youth who did not commit sexual offenses to have their information made available on a community-accessible registry. Furthermore, the requirement to register has negatively affected the lives of many youth and created a greater stigma for these already dehumanized and stigmatized youth.

Sex Offender Registration

In 2006, President George W. Bush signed into law the Adam Walsh Child Protection and Safety Act. According to the Declaration of Purpose written in the bill, the act intended to, “protect the public from sex offenders and offenders against children” (p. 4) and “protect children from sexual exploitation and violent crime, prevent child abuse and child pornography, promote internet safety, and to honor the memory of Adam Walsh and other child crime victims”

(Adam Walsh Child Protection and Safety Act of 2006, p. 1). There has been great criticism to this act since its passing. Hynes (2013) conducted an analysis of sex offender management in the United States and the United Kingdom. Two definitive differences between the countries are the availability of the offenders' information and the option of civil commitment. In the U.K., there is a registry maintained, but the public does not have access to the information. Hynes criticizes the Walsh Act, stating that it is markedly broad, which makes it state-specific in its implementation (see Pittman & Nguyen, 2011) and damaging to the individuals with PSB and the greater community by emphasizing the imbalance between fear and civil rights. The Human Rights Watch (2013) organization furthered this assertion with their resource, subtitled *The Irreparable Harm of Placing Children on Sex Offender Registries in the US*, which cited the registries multi-generational negative effects on families, employment, education, and many other barriers to sexual and nonsexual offending behaviors. These repercussions not only affect an individual's ability to integrate back into and be a productive member of society but being on the registry impacts an individual's well-being.

When an individual is required to register, much information is made available to the public including full name, address, and even a photograph. This makes individuals vulnerable. Tewksbury (2005) sent out a questionnaire to registered sex offenders in Kentucky and found that individuals lost friends, were harassed in person or via mail and phone calls, and some were even physically assaulted because of their inclusion on the sex offender registry. Letourneau and colleagues (2018) compared the well-being of YPSB based on registration requirements and found that those required to register reported greater social and mental health struggles, as well as more severe suicidal ideations and more recent suicidal attempts. This type of strain is undue considering that registration does not affect a youth's risk for reoffending (Caldwell &

Dickinson, 2009). Paladino (2012) stated that, “[r]equiring a juvenile to register as a sex offender on a registry that is available to the public has permanent, severe, and negative consequences on the juvenile's life” (p. 305). This was true for Tony Washington.

In 2010, Senior Writer Allison Glock of Entertainment and Sports Programming Network (ESPN) magazine interviewed Tony Washington to discuss his past. Originally, analysts projected that a team would draft Washington by the second round of the NFL Draft, but the two-day event came-and-went with no call. Tony believes that his incest charge at the age of 16 directly influenced being undrafted. Tony’s sister claims that the acts were consensual and were in response to a traumatic and disparaging home life that left them unclear about what was appropriate. Since the incident, he had no other interactions with the courts. However, Tony still spent time in jail, registered through the Sex Offender Registry and Notifications Act (SORNA), and “was required to put out fliers to a five-mile radius around my house. It was my name, my picture, what I was charged with. Incest.” (para. 26). A coach from the United Football League (UFL), a smaller professional football organization that disbanded in 2012, considered drafting Washington but was quoted as saying, “[n]o one is going to argue that Tony is not talented enough. We just need to know the ramifications of putting him on the roster” (para. 66). As researchers are calling for changes to registration requirements, claiming they are unconstitutional (Brost & Jordan, 2017) and district judges are ruling that it violates constitutional rights (Swayer, 2018), the damage for many is still very present. Furthermore, as we see in Tony’s case, the environment that leads to an individual’s registration is typically not harmonious. Unfortunately, the type of environment that he was raised in is not unusual and, therefore, approaches to treatment for YPSB may be lacking.

The Effects of Trauma on Youth with Problematic Sexual Behaviors

At this point, treatment for YPSB is overwhelmingly based on the model of cognitive behavioral therapy (McGrath et al., 2010), which focuses on how thoughts affect behavior and mood. This is not to say that CBT interventions are void of emotions, but it does not emphasize them the same way that another treatment might. Yet, there is a long history of research that shows YPSB struggle with understanding and regulating emotions (Caputo et al., 1999; Lawing et al., 2010; Lewis et al., 1979; Marshall et al., 1995; Moriarty et al., 2001). In a study conducted by Knight and Sims-Knight (2004), the researchers wanted to assess an etiological model of adult sex offending for YPSB. According to the researchers, their model of sexual aggression in adults who sexually offended suggested that abuse history and personality predispositions create three latent traits that predict aggressive sexual behaviors towards others. The three traits were (a) arrogant, deceitful personality/emotional detachment, (b) impulsivity/antisocial behaviors, and (c) sexual preoccupation/hypersexuality (p.35). Findings from their research suggested that this model of offending fits with YPSB and that there are “three traits that define the three paths—sexual drive/preoccupation, antisocial behavior and callousness/unemotionality” (p. 44). The callousness/unemotionality has proven to be significant for youthful offenders.

Characteristics of the callous-unemotional (CU) trait are “lack of guilt and remorse, a lack of concern for the feelings of others, shallow or superficial expression of emotions, and a lack of concern regarding performance in important activities” (Frick et al., 2014, p. 533). There is a genetic disposition that can lead to a callous-unemotional (CU) trait, or individuals can develop it through their experiences; the outcomes for those individuals differ. For example, Bennett and Kerig (2014) utilized a sample of 417 detained youth to compare those who acquired the CU trait through traumatic experiences and those with a primary callousness which

“arises as a function of a genetically based deficit in emotion processing that results in a lack of anxiety” (p. 415). The researchers found that delinquent youth who had acquired the CU trait through traumatic experiences demonstrated a greater difficulty with lack of clarity ($OR = 0.53$), nonacceptance of emotions ($OR = 0.57$), recognition of disgust ($OR = 0.18$), and, most importantly, a general numbing of emotions ($OR = 0.87$) (p. 415). Furthermore, these traumatic experiences in childhood and adolescence impacted the youths’ amygdalas which affects socioemotional functioning. The amygdala is a part of the limbic system that allows an individual to process both social and emotional information (Adolphs et al., 1995; Amunts et al., 2005). Hanson et al. (2015) conducted a study examining the effect of early life stress on the amygdala and hippocampus in order to assess future behavior problems. Early life stress included situations such as physical abuse, early neglect, and low socio-economic status. The results showed a significant relationship between lower volumes of gray matter, which is indicative of functioning, in the left region of the amygdala and greater cumulative stress levels ($r = -.257, p = .020$), as well as behavior problems ($r = .238, p = .045$). This is integral to our understanding and perception of YPSB, because of the history of abuse and other traumatic experiences reported by this group.

Pullman and Seto (2012), who conducted a meta-analysis of 59 studies exploring the two major views of YPSBs, referred to Adolescent Sex Offenders (ASO), which is a generalist versus specialist perspective. The generalist perspective “suggests that the crimes committed by ASOs are a manifestation of general delinquent tendencies, in which sexual offenses constitute only a part of their antisocial and criminal behavior” (p. 204), stating that sexual and non-sexual delinquent youth are more similar than different. This line of thought assumes that assessment and treatment for non-sexual offending youth is applicable to ASOs. Conversely, “the specialist

perspective suggests that ASOs differ from other adolescent offenders, and different factors explain sexual offending compared to nonsexual offending. Therefore, ASOs require different assessment tools and treatment models” (p. 204). Although, there were not significant differences in “antisocial personality traits, antisocial attitudes and beliefs, early conduct problems, social problems, intelligence, and general psychopathology” (p. 204), differences did exist in ASOs experiences with emotional, physical and sexual abuse. The greatest differences were in atypical sexual interests and sexual abuse history. This is consistent with Fanniff and Kimonis’ (2014) findings, where YPSBs were six times more likely to report sexual abuse, 2.45 times more likely to report physical abuse, and 3.38 times more likely to report emotional abuse than non-sexual offending youth. Additionally, YPSBs also reported higher levels of anxiety. In a study comparing 325 sexually victimized and non-sexually victimized male YPSB across six residential facilities, Burton, et al. (2011) found that, although effect sizes were very small, there was a significant difference between sexually victimized and non-sexually victimized YPSB, with sexually victimized youth being more likely to self-report all other types of abuse: Physical Abuse ($p < .001$, $r^2 = .063$), Emotional Abuse ($p < .001$, $r^2 = .057$), Emotional Neglect ($p = .008$, $r^2 = .022$), and Physical Neglect ($p = .001$, $r^2 = .036$). Furthermore, sexually victimized youth reported greater levels of delinquent activities. In a follow-up study using the same data, Leibowitz et al. (2012) included data collected from non-sexual delinquent youth to assess differences between the three groups. The trend was similar, with sexually victimized and non-sexually victimized YPSB having greater abuse and delinquency histories than non-sexual delinquent youth. As it specifically pertains to CU factors, studies have shown a greater number in YPSB than non-sexual offending youth (Caputo et al., 1999). Additionally, the CU trait may play a more specific role for YPSB by predicting the illegal sexual behaviors (Daverson & Knight,

2008; Knight & Sims-Knight, 2004), as well as the severity or number of sexual offenses (Lawing et al., 2010). Despite this understanding of the influence of trauma history on emotion, understanding, regulation, and development, the predominant method of treatment for YPSB does not position the influence of emotions, and their role in offending behaviors, adequately. Therefore, it is integral to supplement standard CBT practices with other emotion enhancing methods to provide YPSB more holistic treatment. Integrating poetry can achieve this outcome.

Poetry

Throughout history there has been a belief that the written word provides physical, spiritual, and emotional healing. There are reports of ancient healers pairing healing remedies with incantations, believing that through incantation the remedy would be more effective (Robinson, 1931). Additionally, physicians would get patients to write words on papyrus, mix it into a solution, and drink it for healing (Hynes & Hynes-Berry, 1992 as cited by Gustavason, 2013). These healers believed that the written word came from the heart and they used these words to achieve spiritual healing by retrieving and exploring hidden feelings and emotions through incantation (Loue, 2013). In the 1920s, Eli Grier, a pharmacist, conducted a similar practice as he would provide poetry with his prescriptions believing that poetry assisted in the healing process (Fox, 2003). Furman (2007) referred to poetry as an “emotional microchip,” and theorized that, “it may serve as a repository for emotionally charged experiences” (p. 1). This is consistent with Czernianin’s (2016) thoughts in discussing poetry as a therapeutic way to shape and form emotion, expressing that the “[c]ausing and discharging mood is an intrinsic property of poetry as well as the shape of lyrical expression constructed by the entity, usually human emotions, seeking to direct their expression” [Abstract]. Furthermore, Orr (2010) asserts that poetry provides insight into the writers very personal and most difficult experiences as well the

emotions associated with the experiences, because the act of writing poetry allows the writer to convey their personal and difficult experiences and represent “life’s interplay of disorder and order” at a “bearable distance” (p. 4). Authors of poetry sometimes use “metaphorical generalizations” (Stein, 2004) to attain the “bearable distance” and to process and express their experiences, as well as the felt emotions of the experiences, which offers the audience the possibility of a strong empathetic reaction (Furman, 2007). This is because the poetry creates a reaction in hearers and readers.

Mazza (1999), a pioneer in the field of Poetry Therapy, stated that poetry provides a natural platform for analyses into the writer’s emotions. This is because the writers can explore their social realities, while readers and hearers are able to gain insight into the writers' own experiences and emotions (Brearley, 2000; Szto et al., 2005). In order to explore the physiological responses to hearing recited poetry, Wassiliwizky and colleagues (2017) measured feeling chills, physical goosebumps, and facial muscle reactions as participants listened. They saw both positive and negative emotional responses. The positive responses in the brain, from a biological perspective, will cause individuals to seek out these aesthetic experiences. However, the combination of positive and negative affective responses to the poetry are “particularly powerful in inducing intense involvement, sustaining focused attention and granting high memorability” (p. 1237). Simecek (2016) argues for the use of poetry in narrative work, surmising that poetry presents the thoughts, images, and feelings expressed, and that “[o]ur own emotional engagement with poetry also presents us with the opportunity to explore different perspectives and gain an appreciation of what is involved in our emotional processes” (p. 513). Art is powerful and has the potential to be a conduit of change for individuals who create it and

those who experience it. This is not a new concept. In fact, it is a belief that permeated the foundation of social work within the United States.

Arts and Social Work

Artistic activities such as theatre, poetry, painting, and other representative arts hold an inextricable place within the history of social work in the United States. Established in urban communities, the settlement house movement in the late 1800s and early 1900s was an attempt to decrease the separation between social classes, provide services, and alleviate poverty (Wade, 2005). During this time, Jane Addams, a pioneer in the social work profession, and Ellen Gates Starr, founder of the Chicago Public School Art Society (Alford, 2017), established the Hull House in Chicago, Illinois, the very first settlement house in Chicago. Revered as the most influential settlement house in the United States, it remained open, providing services to the community until 2012 (Thayer, 2012; Johnson, 2004). These two women had a passion for the arts and believed in its ability to create positive changes at the individual and societal levels. Therefore, the Hull House integrated and focused on the “exaltation of art for the benefit of the masses” (Starr Family Papers, 1890, as cited by Stankiewicz, 1989). As an example, the theatre at the Hull House and the establishment of the Hull House Players allowed for immigrants in the local neighborhood to tell their own stories from the stage, locally and abroad. In a 1910 excerpt about the theatre, Addams claimed the plays had “escaped from the restraining bond of one country into the land of the universal” (Addams, 2006). Thus, while the Hull House was providing childcare to working mothers, supplying food, and advocating for human rights (Trattner, 1999), they were also using theatre, painting, poetry, pottery, and many other types of art to educate, empower, and give voice to the individuals in their community. Furthermore, they were housing local artists of all mediums, including poet and founder of *Poetry* magazine Harriet

Monroe who took residency and served at the Hull House (Payette, 2018; Terry, 1989). The relationship between art and social work continued beyond the Hull House to active expression in social work research, practice, and education today.

Social work and art continue in a close relationship. As recently as September 2019, the *Research on Social Work Practice* journal hosted a series of articles discussing the integration of arts in social work, as well as asking theoretical questions of whether arts is needed in social work at all (Huss and Sela-Amit, 2019) and exploring potential ethical quandaries that may be associated with merging the two practices (Konrad, 2019). Prior to these more recent works, Sinding et al. (2014) asserted three different categorizations for the application of art in social work. The authors expressed that art allows for individuals and groups to process what is inside of self and then be able to express it outside of self, reducing typical barriers to communication. Next, it allows for empathy and insight into the worlds of others. Lastly, art challenges old knowledge and offers the opportunity for new ways of knowing. Konrad (2019) echoed this and noted the necessity of considering the ethical quandaries present in the arts prior to using the arts in social work education or practice but posited that art can create understanding and empathy of a people group and their experiences that are foreign to the reader. This idea finds utility within the classroom in its ability to educate students of the experiences of others, while also being beneficial in helping practitioners and researchers understand their clients or participants and self.

Grassau (2009) partnered with community agencies and a university to allow marginalized individuals tell their stories and have their voices heard. The first project was a documentary titled *Coming Out Again: Lesbians Speaking about Cancer*, which facilitated lesbians diagnosed with cancer to talk about their journeys. The next project, The Ryerson

Community Mural Installation Project commissioned local artists to create murals for a college campus around the themes of “anti-oppression, diversity, or social justice” (p. 257). In the classroom, Keddell (2011) integrated arts-based materials (ABM), such as film, for students to explore theoretical concepts relevant to the social work profession. From a theoretical perspective, Walter (2003) argued for a “third space” where social workers practice in between the space of art and science and presented an argument for social work as an improvisational (theatre) profession that “forms and reforms its identity” (p. 317). There are countless other examples of art and social work integration, maintaining a constant connection from past to present.

The discussions of art and social work lead back to Addams’ quote about theatre transcending to the universal. This is a sentiment within the world of art, that art educates, challenges, and allows space for expression that others can experience. John Eger (2011), a professor of journalism and media, postulated that if art is not the language that unites and allows us to see each other, then nothing is. Art united the community surrounding the Hull House, and it overcame cultural background and socioeconomic status, which empowered people to see each other as people, beyond their societal labels, and create change. This was the desire for Audre Lorde, social worker, activist, and poet who stated in an interview that she wanted her to work “to engage, and to empower people to speak, to strengthen themselves into who they most want and need to be and then to act, to do what needs being done” (Rowell, 2000). Therefore, in order to build upon the foundation set by a legacy of social workers who integrated arts into the profession and the belief that art is able to transcend cultural barriers and allow for insight into the world of others, the current study will utilize mixed methods research to explore poetry

written by youth adjudicated for their illegal sexual behaviors and assess the effects of participating in a creative writing class while adjudicated.

Rationale for the Present Study

The Theory of Emotional Intelligence “involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey and Mayer, 1990, p. 189). Based on previous research, it is likely that YPSB struggle with the expression, understanding, and processing of emotions in self and others, which influences the offending behaviors. The Theory of Emotional Intelligence further asserts that increasing emotional awareness and accurate self-assessment increases an individual's social awareness and self-management, which leads to healthier and more constructive relationship management (Goleman, 2006). Because writing poetry is a way to express and explore affect, it is possible that writing poetry can affect one's ability to process and understand emotions in self and others. This directly affects one's ability to manage relationships and specifically for YPSB, in a way, poor relationship management led to their involvement with the juvenile justice system. Currently, Cognitive Behavioral Therapy (CBT) methods overwhelmingly represent treatment modalities for YPSB, and focus on the influence of thoughts on behaviors and feelings. Goleman (2006) states that “[a]s we all know from experience, when it comes to shaping our decisions and our actions, feeling counts every bit as much—and often more—than thought” (p. 4). The Theory of Emotional Intelligence does not downplay or seek to usurp the position of thoughts on feelings and behaviors, but to hold affect in equal standing as cognition and acknowledge its role in making decisions. For YPSB, it is possible that their experiences have stunted their emotional growth and affect plays a greater role in their offending and reoffending than previously understood. Using the Theory of Emotional

Intelligence, based on the measures and hypotheses posited and explored, writing poetry will increase one's ability to express and understand affect, and the act of expressing their affect by way of poetry will change behavior outcomes. One study by Moriarty and colleagues (2001) highlighted that a certain set of measures were able to differentiate YPSB and non-sexually offending youth and found that YPSB were "higher on aggression and attention to feelings, less clear about their feelings and less capable to repair unpleasant moods and prolong positive ones" (p. 30). Yet, beyond this, there has been very little research in the area.

Next, there has been a great deal of research on the callous-unemotional trait and its role in the offending behaviors for YPSB. However, the research has not explored the actual emotions of this population or the use of poetry with YPSB. Additionally, the use of mixed methods approaches with this population is scant. Therefore, to inform treatment modalities and our general understanding of the populations, this research project will attempt to provide insight and fill in these gaps about YPSB by exploring what emotions are being expressed by Youth Adjudicated for Illegal Sexual Behaviors (YAISB) through their poetry, and whether participating in the creative writing class affects changes in emotion regulation, expression, and comprehension as well as impulsivity, acting out, and interpersonal irresponsibility. Capitalizing on the potential of written poetry to gain understanding into the affective tendencies of youth adjudicated for illegal sexual behaviors, this study will explore nine specific research questions. First, the six quantitative questions assess: 1) Differences within group scores on the Psychopathy Checklist–Youth Version (PCL: YV) and Millon Adolescent Clinical Inventory (MACI) for YAISB who participated in the creative writing class and those who did not; and 2) Differences between group scores on the Psychopathy Checklist–Youth Version (PCL: YV) and Millon Adolescent Clinical Inventory (MACI) for YAISB who participated in the creative

writing class and those who did not. Next, the two qualitative questions explore: 1) What emotions are interpreted from the poetry written by Youth Adjudicated for Illegal Sexual Behaviors expressed through their poetry, and 2) What positive and negative emotions do youth adjudicated for illegal sexual behaviors use to explore self, relationships, and experiences through their poetry? Finally, the mixed method question will utilize both datasets to examine whether correlations exist between the number of Negative or Positive emotions coded and post-measure scores.

Summary of Chapter Two

Individuals within various helping professions serve Youth with Problematic Sexual Behaviors (YPSB) in community-based agencies and within secure facilities. By incorporating poetry into the treatment process for this population, those in the helping profession can garner a greater understanding of their clients. Helping professionals are with their clients for a limited time each week. There is a great deal that takes place outside of their interactions. If the client is writing poetry throughout the week, or even during the treatment session, their own words can shape the treatment process. For example, through their poetry, YPSB may write about sexual urges that they did not feel comfortable talking to someone about. Using the poetry, the helping professional can explore the contextual factors that influenced the urges; encourage the youth's coping strategy because they chose to write about the urges instead of acting on them; and praise them for their actions which reinforces the positive behaviors. Additionally, operating within the field of social work requires greater advocacy for YPSB.

According to the *Social Work Code of Ethics* (2017), a "[s]ocial workers' primary goal is to help people in need and to address social problems" (p. 2). Youth with problematic sexual behaviors are a people in need, but this is greater than just a social work problem. The actions of

these youth impact community safety, which is a greater social problem. By offering YPSB the opportunity to express and process their emotions through writing poetry, we can provide these youths with a cost-effective, versatile coping strategy that is appropriate in various settings, including during and post-incarceration. These youths will be receiving tools that increase the likelihood of positive peer and familial relationships, which are both barriers to reoffending. The Justice Policy Institute (2014) reported that the annual cost of recidivism for youth is \$7.03 billion. Sexual reoffending by YPSB ranges from 7 to 13% at a national level (Lobanov-Rostovsky, n.d.), and there are greater rates for non-sexual offending among YPSB (Ryan, 2012). By reducing the prospect of reoffending, society can redistribute the cost incurred annually by youth recidivism and confinement into prevention and further rehabilitative efforts.

The policies that affect YPSBs stigmatize and dehumanize this group in society. By exploring and addressing these youth's affective nature, we can take one step closer in recognizing them as whole individuals, and see them for who they truly are, beyond their offense.

CHAPTER THREE: METHODOLOGY

Research Questions

Research Question 1, Quantitative

What is the difference in affect, self-identity, and behavioral patterns for youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing program as measured by the Millon Adolescent Clinical Inventory?

Research Question 2, Quantitative

What is the difference in affect, self-identity, and behavioral patterns for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Millon Adolescent Clinical Inventory?

Research Question 3, Quantitative

What is the difference in traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing program as measured by the Psychopathy Checklist: Youth Version (PCL: YV)?

Research Question 4, Quantitative

What is the difference in traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version (PCL: YV)?

Research Question 5, Quantitative

Does the average on the 30 subscales of the MACI at Intake, Exit, and the difference between the scores differ between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class and those who did not participate in the creative writing class?

Research Question 6, Quantitative

Does the average overall score on the PCL: YV at Intake, Exit, and the difference between the scores differ between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class and those who did not participate in the creative writing class?

Research Question 7, Qualitative

What emotions are interpreted from the poetry written by youth adjudicated for their illegal sexual behaviors?

Research Question 8, Qualitative

What positive and negative emotions do youth adjudicated for illegal sexual behaviors use to explore self, relationships, and experiences through their poetry?

Research Question 9, Mixed Methods

Is there a correlation between the number of Negative or Positive emotions coded and post-measure scores?

Research Design

There are two data sources that inform this mixed methods research project. The qualitative data consists of published chapbooks of poetry written by youth adjudicated for illegal sexual behaviors. The quantitative data entails a dataset provided by the partnering agency

containing demographic information and scores from the Millon Adolescent Clinical Inventory (MACI) and the Hare Psychopathy Checklist: Youth Version (PCL: YV) collected at intake and discharge from the facility. Although the facility houses both sexual and non-sexual offending youth, both sources contain data only from youth adjudicated for illegal sexual behaviors who were living in the secure facility, with the measures collected at both intake and discharge between 2011 to 2016.

The youths are writing the poetry in a creative writing class offered at the intervention-based secure facility by a non-profit agency. The facility asks particular students whether they would like to participate; they can take part in the class or not. Each student who participates in the class has at least one poem published. The teacher decides which poems to publish and the total number of poems published is determined by the number of students in the class. However, the youth give permission to publish or not publish their poems. According to the director (personal communication, January 31, 2019), the teacher informs the students about publishing their work but “always makes it clear to them that they have the right to write 'DO NOT PUBLISH IN BOOK' on any poem they submit for review and comment.” Furthermore, the organization stated, “No one is published against his will or without implied knowledge of possible publication.” The teachers use a curriculum to inform the lessons, but the lessons do not build upon themselves. Students are entering and exiting the facility regularly, similar to an open group, which “has an undefined number of group members with new people coming and going on a regular basis” (King, n.d.). Therefore, the lesson structure reflects this. Using the lessons, the teachers instruct students on creating poems based on certain literary techniques such as metaphor and imagery, while other lessons encourage students to explore their aspirations or

specific memories. The poetry created from these different writing exercises make up the qualitative portion of this project.

The intake process for youth entering the secure facility is extensive, with many measures collected to assess mental, physical, spiritual, and emotional well-being and capabilities. There were specific measures and variables chosen from this comprehensive list to explore the research questions. The quantitative analysis uses the Millon Adolescent Clinical Inventory (MACI) and the Hare Psychopathy Checklist: Youth Version (PCL: YV). The facility collects the MACI and PCL: YV at intake and discharge in order to create a pre-test, post-test style study.

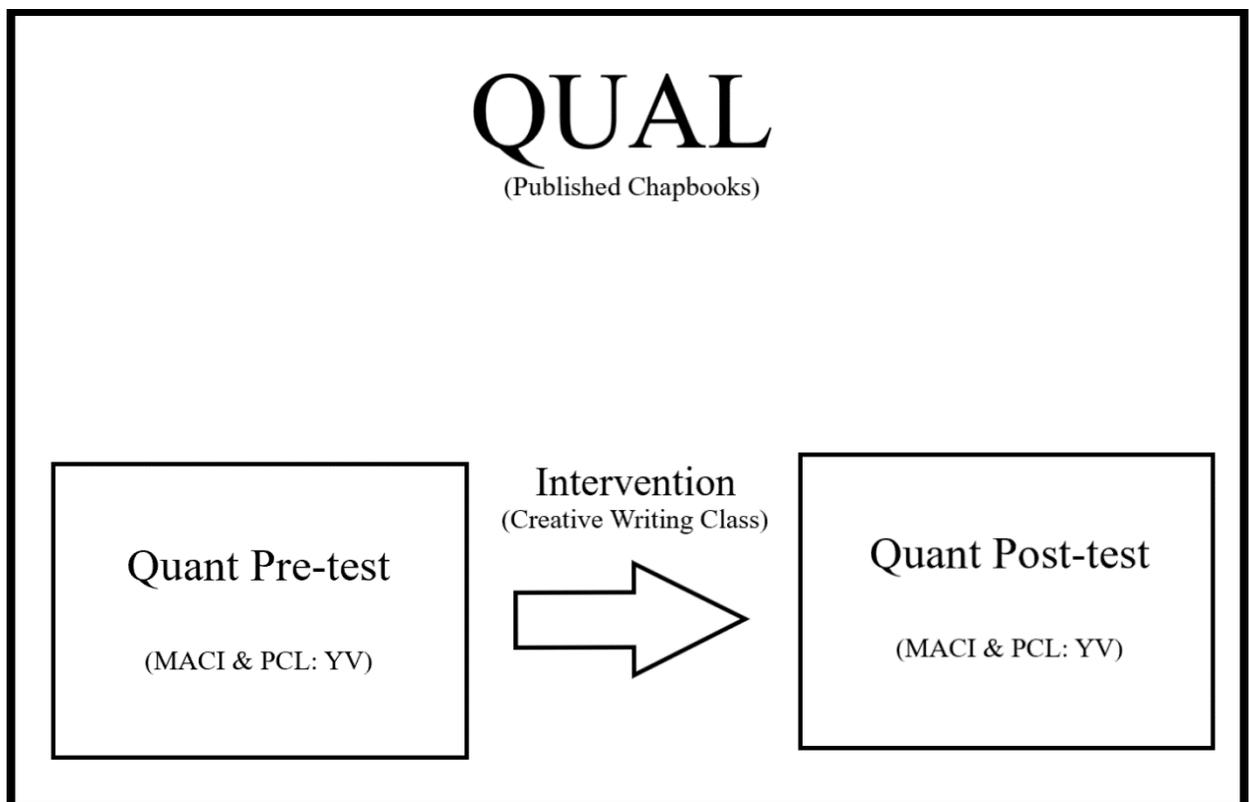
Mixed Methods Research Approach

In order to complete this mixed methods research study, I will use a longitudinal, embedded quasi-experimental design as presented by Creswell and Plano Clark (2011). According to the authors, “[t]he embedded design is appropriate when the researcher has different questions that require different types of data in order to enhance the application of a quantitative or qualitative design to address the primary purpose of the study” (Creswell and Plano Clark, 2011 p. 91 para. 3). In order to explore whether writing poetry affects youth adjudicated for illegal sexual behaviors and subsequently the emotions they are expressing through their written poetry, the study utilizes different data sets to address the various research questions. Furthermore, Creswell and Plano Clark state that for an embedded design, “the purposes for including the qualitative data are tied to but different from the primary purpose of the experiment to assess whether a treatment has a significant effect” (Creswell and Plano Clark, 2011, p. 91 para. 2). Although the authors are referencing embedding the qualitative study within a quantitative study, it is conversely accurate. The qualitative data in this study, poetry, is the product of the creative writing class and allows for direct exploration into the emotions

expressed by these youth. The primary purpose of the study is to gain greater insight into the affect of this population. The secondary purpose is to use the findings from the quantitative data to assess whether participating in a creative writing class while incarcerated is affecting variability in emotion regulation, expression, and comprehension and impulsivity, acting out, and interpersonal irresponsibility. Therefore, overlap exists between the two types of analysis in this study, but the purpose for including qualitative and quantitative analysis is different. See Figure 3.1 for a visual representation:

Figure 3.1

Visual Representation of Research Design



Validity of the Millon Adolescent Clinical Inventory

The MACI is a 160-item self-reporting measure, created to assess personality patterns, expressed concerns, and clinical syndromes for adolescents between the ages of 13 and 19 (Millon et al., 2006). There are 12 personality pattern subscales; eight expressed concerns subscales; and seven clinical syndrome subscales. Each of these scores have a raw score and a base rate (BR) score. The BR score is a type of standardized score that reflects the varying presenting rates of the characteristics the MACI measures. The researchers developed and normalized the BR scores for all Millon assessments to which the score is unique to. The test-group for the development of the scale included 579 youth, with a fairly balanced gender representation (Female = 266; Male = 313). The researchers then cross-validated the measure in two separate studies with 139 and 194 youth. The individuals involved in the development of the research were in various settings including outpatient and inpatient facilities, traditional schools, residential treatment facilities and others. Of the 912-youth involved, 78% were white. For the initial group of 579 youth, there was an internal consistency ranging from 0.73 to 0.91 for all subscales. The trend was similar for the cross-validation groups who had a low-end alpha coefficient of 0.69 and a high-end coefficient at .90. In order to assess test-retest reliability, the researchers gave the groups from the first and second study the MACI again after seven days. The results showed correlation values between 0.57 and 0.92. Beyond reliability, the researchers also conducted validity assessments.

Millon et al. (2006) used similar measures and clinical judgement to evaluate the validity of the MACI. The researchers used the base rate scores from sample B and C, the cross-validation samples, to calculate the correlation between the scores and clinical judgement. The 139 youth's base rate scores significantly correlated for 14 of the 27 subscales. The expressed

Concerns measures had the least number of significant findings, with two out of the eight subscales. For group C, which had 194 youth involved, the base rate scores significantly correlated for 20 of the 25 subscales. The reason there were only 25 subscales included is because the group did not indicate for two of the subscales, childhood abuse and eating dysfunctions. Next, the researchers utilized established measures such as the Beck Depression Inventory (BDI), Hopelessness Scale (BHS), and Anxiety Inventory (BAI); Eating Disorder Inventory – 2 (EDI-2); and the Problem Oriented Screening Instrument for Teenagers (POSIT). Where the subscales were similar, the correlation was higher. For example, the Depressive Affect subscale had a correlation of 0.59 with the BDI and BHS, while the Eating Dysfunction scale correlated with the Drive for Thinness (0.75) and Body Dissatisfaction (0.88) measures from the EDI-2. Additionally, for internal validity, the MACI included measures of Disclosure, Desirability, and Debasement to assess whether clients are attempting to present more socially desirable responses or greater problems than what are present.

Validity of the Hare Psychopathy Checklist: Youth Version

The PCL: YV is a 20-question, self-reported survey instrument that measures the interpersonal, affective, antisocial, and behavioral aspects of psychopathy in an individual between the ages of 12 and 18 (Forth et al., 2003). The researchers developed the measure with 2,438 youth in Canada, the United Kingdom, and the United States across 19 different studies. The youth included in the studies were residents in correctional or inpatient facilities, on probation, arrested and referred for evaluation in an outpatient setting, and youth in the community. Out of a possible 40 points, youth within an institutionalized setting had the highest mean score in the initial studies, ranging from 31.80 to 20.73 across 11 studies with an overall average of 24.42. Next, average scores for youth on probation ranged between 23.71 and 19,

with an overall average of 20.11 for five studies. One study of youth within the community receiving services for a conduct disorder had an average score of 16.95, while two studies of youth in a community setting averaged scores of 3.98 and 2.85. The number of males in these studies drastically outweighed the number of females surveyed. For all 19 studies, there were 267 females and 2,171 males. Although there are studies taking place to assess the factor structure and applicability of the PCL: YV for females (Kosson et al., 2013; Sevecke et al., 2009; Vincent et al., 2008), the measure is more commonly used with males, as it will also be with the current study.

Approximately 61% (1495) of the 2,438 individuals included in the development of the instrument were in institutional settings. Within this group, the average intraclass correlation coefficient for each item ranged from .92 to .51, with a corrected item total from .60 to .20. The researchers conducted an exploratory factor analysis (EFA) and then used additional measures of psychopathy to run a confirmatory factor analysis. The EFA resulted in a three-factor and four-factor model, all having a Cronbach's Alpha within the reasonable to excellent level (.67 and above) (Taber, 2018). The four-factors that make up the model, with Alpha levels from the original studies, are Antisocial Behavior (0.72); Selfish, Shallow Interpersonal Behavior (0.67); Interpersonal Dominance and Deception (0.67); and Behavioral Dyscontrol (0.68). Additional research by Neumann and colleagues (2006) posit that the four-factor model is less saturated and is better able to predict factors such as anti-social, interpersonal, and affective components of psychopathy. Due to the strong focus on affect and its influence on behavior in the current study, and the types of offenses for the youth, the four-factor model is most appropriate.

Trustworthiness of Secondary Data in Qualitative Research and Subjectivity Statement

Secondary Data

The secure facility for adolescent males collected the quantitative data prior to the initiation of the current research project and will continue to collect it once the project concludes. Since the data is part of “routinely kept records” and “external sources” (Daniel and Cross, 2013, p. 3) it is considered secondary data. Similarly, the community-based non-profit agency that hosts the creative writing class in the secure facility and that published the poetry prior to the initiation of the current research project will continue to host and publish it once the project concludes. It is more common and there is a greater history of using secondary data in quantitative research than there is in qualitative research where the practice is still emerging. However, there is still a case for its utility.

Padgett (2008) acknowledges the potential of documents, archives, and existing data for qualitative researchers. According to the author, this includes a myriad of sources such as “court records, case reports, minutes of meetings, brochures, diaries, photographs, letters and so forth” (pp. 122-123). Additionally, Ruggiano and Perry (2019) conducted a systematic review assessing qualitative studies that identified the use of secondary data analysis (SDA). Among the 71 studies identified within the pre-set criteria, commonalities arose, such as many involved researchers from the parent study. More recently, qualitative researchers are using SDA to progress non-traditional analytic and research approaches (Henderson et al., 2012; Patel et al., 2016; Morse & Pooler, 2002; Schwartz, et al., 2010). There are several well-known advantages to utilizing SDA in a quantitative study: it is usually low- to no-cost; the data are cleaned and ready to be analyzed and therefore time efficient; and one can cross-reference data from or develop new information by analyzing multiple datasets (Cheng & Phillips, 2014). Although these benefits are true for the use of SDA in qualitative research (Padgett, 2008), researchers

identify other benefits, as well as critiques, that more directly connect to the field of qualitative research.

Mauthner et al. (1998) explored the implications and potential benefits of archiving, revisiting, and utilizing SDA in qualitative research by exploring previous transcripts from interviews they conducted. There was dissent among the three researchers regarding emotional connectivity when revisiting previous interviews. One researcher felt that separation from the data for a period of time allowed for a more objective, less emotional view of the data. However, the other two researchers felt an inability to fully engage with the data in the same way they had initially because of the time separation. In this same vein related to objectivity, Volume and Farris (2000) noted that one particular benefit to using SDA or existing data is that future interviews or interactions with the participants would not influence themes or interpretation because there are no additional interviews. Additionally, by using existing data, you are attaining data separate of and not influenced by the presence of a researcher (Padgett, 2008). Conversely, it denies the participant the privilege of confirming or denying the research findings via member checking. Furthermore, some argue that context is vital to qualitative research, and therefore, analyzing the data outside of the original context can lend itself to a misinterpretation of the data (Walters, 2009; Mauthner et al., 1998). Questions about the viability and appropriateness of SDA in qualitative research continue, chief among them are questions of ethics.

There may be fewer ethical dilemmas to consider when using secondary data in quantitative research than in qualitative research due to the intrinsic nature of the data themselves. Quantitative data rely heavily on numbers, while qualitative data seek to present experiences within contexts. These contexts can contain very personal or emotional experiences, which the researcher is responsible for presenting respectfully, appropriately, and accurately.

One attempt to prevent or address ethical concerns prior to a study is by obtaining approval for the project through an Institutional Review Board (IRB). However, it is not always clear if projects using secondary qualitative data need to go through this process. When Ruggiano and Perry (2019) conducted their critical interpretive synthesis of the literature on SDA in qualitative research, many articles did not indicate whether the new project had been reviewed by the IRB, while some did inquire with their IRB and were told it was not necessary (Heaton, 2015). Since the majority of the SDA projects included parent projects and researchers who were involved in the parent projects, it is possible that the research team did not perceive the need to go back through the process. However, the study did not indicate the reasons. The IRB process and whether project approval is necessary or appropriate becomes even murkier when utilizing data not created for research purposes, and the ethical concerns of doing the work are still present and not uniformly understood by Institutional Review Boards (IRB). Researchers must be intentional in traversing this path, ensuring the attainment of proper permissions and consideration is always given to the participants. For the current study, I did this by forming and maintaining a relationship with the community-based agency that teaches at the secure facility and publishes the poetry. I included them in the research process and invited them to assess my interpretations prior to dissemination.

Subjectivity Statement

As my proposed research involves examining poetry written by youth adjudicated for their illegal sexual behaviors and changes in affect and behavior, it is important that I address my own subjectivity within this study. As a student and professional within the field of social work, I believe it is an obligation and a privilege to help empower people, with an emphasis on those who are vulnerable or oppressed. However, advocating for a group that I am not a member of

and utilizing data from said group that I am not able to receive input from leads to ethical concerns. Therefore, to discuss and work through the ethical concerns, the best I can do is to explore my own experiences as an individual and researcher and be explicit about the positions I inherently bring to this project, which influence my ability and credibility to explore and address such complex social issues.

My introduction to youth with problematic sexual behaviors (YPSB) as a group is unique. I began working as a program evaluator in 2015 for a community-based diversion and aftercare program that serves this population. Prior to this, I had no desire to work with these youth in a professional or research capacity, but I needed a job. Many of the reasons that I did not want to work with YPSB stemmed from believing the stigmas that surround these youth, and I did not want to be associated with them. Yet, after working with the program for a brief time, I quickly realized that they were still kids. Through reading case files, building measures, attending treatment team meetings, and many conversations with their therapists, I heard their stories. I heard and read about the traumas experienced, the triumphs of getting a job, the everyday aspects of life they were working through, and the difficult circumstances that influenced their behavior and made it hard to move forward. This type of interaction allowed for a humanization of these youth, as opposed to maintaining the stigmas taught to me and that I believed. This paradigm shift motivated me. Through my experience, I saw a need and an opportunity to serve. My research activity in the Ph.D. program shifted away from adolescent substance use and abuse, and I started focusing my work on trauma-informed approaches for YPSB. Although the final project shifted, the population did not, and the focus became clear. I wanted to use my work to help humanize these youth, and I believe poetry offers that opportunity.

Poetry is very personal to me. I began writing poetry as a hobby when I was about 14 years old. My notebooks became a refuge for my poetry that contained my deepest thoughts, emotions, insecurities, dreams, or silly ideas. My notebook was a place where I could explore without judgement and without limitations. Poetry is an outlet for me to process. The content of my work includes self-reflection and exploration, contentment in the little things, change of understanding, love, emotion, the highs-and-lows of relationships, and anything else that I am personally experiencing. Experience is my inspiration. For example, in February of 2018, I became a father for the first time, and six days after my daughter was born, my father passed away. I lived in this paradox of great joy and grief simultaneously. In response to that situation I leaned on my wife; I prayed; and I wrote. I wrote at least, if not more than 10 poems solely in response to that part of my life. At night when it was quiet, and I could not sleep, I wrote. After countless times crying, I wrote. When I did not have the words or energy to figure out the words to say, I wrote. When all I could do was feel, I wrote. Through writing I was able to process the deep parts of my heart that I was unable to verbalize. I truly believe that without my wife, my faith, and the power of poetry I would not have made it through the situation in the same way that I did. I do not feel that I would be as whole as I am today. This, and many other experiences, influence my belief in the ability of poetry to change the writer and the reader, and this belief led me to this project.

The current project began as a class exercise for learning how to code in a qualitative seminar class. Myself, one other student in the class, and my dissertation chair developed a relationship with the non-profit organization that teaches the classes in the secure facility. Through this relationship, we gained access to the poetry used in the pilot study and the current project, as well as a deeper understanding of the organization and the work they do. The non-

profit gave us copies of the curriculum, came and spoke to our class, and provided input into all projects created as a result of our work prior to dissemination. Their voice and cooperation are integral to this project, and I want to provide them with a beneficial and quality project. In order to do this, I must be responsible.

To carry out this research responsibly, I must acknowledge my privilege. My privilege and experiences as a white male, pursuing a Ph.D., who grew up in a middle-class, educated family, and has never been adjudicated for illegal sexual behaviors or any other type of illegal acts influences my interpretation. This is cause for concern given the nature of this project and the data. I acknowledge that and continue to move forward carefully and intentionally. Throughout this process, I continually open this project for critique from self and others as I attempt to ensure pure motives and caution around interpreting the works of a doubly vulnerable population without their input. My responsibility as a researcher is to consistently assess self through reflexive activities, allowing myself the space to critically examine my own subjectivity throughout this journey.

The shift in my own perception, my belief in the power of poetry, and my desire for responsible research led me to this conclusion: While the interpretation of poetry is highly individual and influenced by experience, I believe that engaging with the poetry in this way can serve as an example for how to move beyond an individual's offense and see the humanity of the writer. Recently, someone asked me whether I considered my power and privilege in doing this dissertation—the privilege of being in a Ph.D. program and being a white male in society. I had. However, when asked point-blank and having to somewhat defend it forced me to think through my privilege in this project in a more direct and tangible way. I do acknowledge the opportunities afforded to me as a white, male researcher, and do truly consider it an honor to

embark on this project and explore the questions I am asking. Furthermore, I believe my privilege advances the potential for my project.

As a straight, white male, never convicted of a crime, I am a part of the majority culture. Therefore, if I can see the humanity of these writers through their poetry, then it is possible that others from race or gender majority cultures can as well. If I am the instrument with privileged experiences, and the law makers, law enforcers, and general community are too, then there is potential for this to transcend. My interpretation is not about speaking for this group, it is about leveraging my privilege and power in society for the betterment of others, for the betterment of youth adjudicated for their illegal sexual offenses. Therefore, this study works at both the individual and community level. This is the aim of my project.

Context of the Study

The researcher completed this project with the assistance of a secure facility for adolescent males and a non-profit agency located in the state of Alabama. The intervention-based secure facility houses males between the ages of 12 and 21 and provides them a case manager and individualized service plan created by professionals from various backgrounds and in congruence with the family when possible. During their time in the facility, the youth are assisted in developing biological, psychological, and social goals that provide the youth with the opportunity for success once they return to their community. The non-profit agency partnered with the secure facility to develop a curriculum based, anti-violence creative writing program to teach the youth creative writing while they are residents at the facility. The students included in the study that are residents of the secure facility are not very diverse, and do not represent the demographic makeup of the state of Alabama (U. S. Census Bureau, 2019). The secondary data affords the researcher to utilize convenience sampling methods and a quasi-experimental design,

which refers to studies that “cannot randomly assign subjects to *control and *experimental groups” (Vogt & Johnson, 2016, p. 357). Below is a model of the design. The youth respond to the MACI and PCL: YV twice during the research period, at intake and on discharge. All participants involved in the study are in the secure facility for sex-related offenses, with some being selected to participate in the creative writing class.

Table 1

Visual Representation of Experimental Design

	Intake	Intervention	Discharge
Participate	O ₁	X	O ₂
Do Not Participate	O ₁		O ₂

Participants

There are 163 youth included in the quantitative portion of the study. The facility provides the youth with a consent form two or three times during their time at the secure facility, depending their length of residence. If at any point youth do not want their information used for research purposes, all outside research activities will not include their data. This is in accordance with Auburn University’s Institutional Review Board (IRB), the university that approved all original research activity. Although the secure facility does not categorize poetry as traditional research activity, the University of Alabama’s IRB approved the current project, including six chapbooks containing a total of 109 poems for the qualitative inquiry to safeguard participant’s well-being and confidentiality and ensure the integrity of the research and minimal risk to participants.

Data Collection

The quantitative data for the research study utilizes the responses to two measures: the 160-item self-reporting MACI, created to assess personality patterns, expressed concerns, and clinical syndromes for adolescents between the ages of 13 and 19 (Millon et al., 2006); and the 20-question, self-reported PCL: YV (Forth et al., 2003), which measures the interpersonal, affective, antisocial, and behavioral aspects of psychopathy in an individual between the ages of 12 and 18. The secure facility administers the survey at intake and exit from the facility. For this study, the researcher uses only subscale scores, not individual item responses. Furthermore, the secure facility provided all the de-identified data to the researcher. The researcher is unable to identify the respondents because all identification remains confidential by the secure facility. Each youth received an ID number from the secure facility, and the only information regarding demographics of the participants is age and race. Stored data is on password-protected computers in password-protected files.

The qualitative data includes six chapbooks containing a total of 109 poems. The secure facility partners with a non-profit agency in the community to provide a creative writing class to the youth, who publish their work in a chapbook. Each student who participates in the class has at least one poem published. The teacher decides which poems to publish; the total number of poems published is determined by the number of students in the class. However, the youth give permission to publish or not publish their poems. All published chapbooks are available upon request to the greater community. The only information about the youth made available through the poetry is their initials. The researcher can connect measure scores from the quantitative data to the poetry. The secure facility made this connection in order to answer specific research questions. The non-profit agency provided digital copies of the chapbooks. The researcher

transferred them to a secure, online, password-protected platform. For this study, both the quantitative and qualitative data are secondary data.

Data Analysis

Assessing for Equivalency between Groups

In order to assess for group differences, I conducted independent samples t-tests and chi-square tests of independence to compare the mean differences of 22 variables between those who participated in the creative writing class and those who did not. There are three categories of variables: Educational Background and Demographic Information, Family and Trauma History, and Delinquency History.

Education Background and Demographic Information

First, although age could play an important role in one's ability to process and express emotions, I could not assess for similarities or differences in this category. Therefore, the youth's education level, education attained, and their school status substituted age. Additionally, there are no gender differences since the facility is only for males, but I examined differences in race or ethnicity.

$H_0: \mu_{\text{Grade Level Yes}} = \mu_{\text{Grade Level No}}$

Null hypothesis: The education grade level of the individuals who participated in the creative writing class will be equal to the education grade level of the individuals who did not participate in the creative writing class.

$H_0: \mu_{\text{Education Attained Yes}} = \mu_{\text{Education No}}$

Null hypothesis: The number of individuals who have graduated high school, not graduated high school, or attained a General Education Degree and participated in the creative writing class will be equal to the individuals who have graduated high school,

not graduated high school, or attained a General Education Degree and did not participate in the creative writing class.

$H_0: \mu_{\text{Drop Out Yes}} = \mu_{\text{Drop Out No}}$

Null hypothesis: The number of individuals who dropped out or were expelled from school and participated in the creative writing class will be equal to the individuals who dropped out or were expelled from school and did not participate in the creative writing class.

$H_0: \mu_{\text{Repeat Preschool or Kindergarten Yes}} = \mu_{\text{Repeat Preschool or Kindergarten No}}$

Null hypothesis: The number of individuals who had to repeat preschool or kindergarten and participated in the creative writing class will be equal to the number of individuals who had to repeat preschool or kindergarten and did not participate in the creative writing class.

$H_0: \mu_{\text{Repeat any grade after Preschool or Kindergarten Yes}} = \mu_{\text{Repeat any grade after Preschool or Kindergarten No}}$

Null hypothesis: The number of individuals who had to repeat a grade after preschool or kindergarten and participated in the creative writing class will be equal to the number of individuals who had to repeat a grade after preschool or kindergarten and did not participate in the creative writing class.

$H_0: \mu_{\text{Special Education Yes}} = \mu_{\text{Special Education No}}$

Null hypothesis: The number of individuals who utilized special education services and participated in the creative writing class will be equal to the number of individuals who utilized special education services and did not participate in the creative writing class.

$H_0: \mu_{\text{Number of Days in Treatment}_{Yes}} = \mu_{\text{Number of Days in Treatment}_{No}}$

Null hypothesis: The number of days spent in treatment by individuals who participated in the creative writing class will be equal to the number of days spent in treatment of individuals who did not participate in the creative writing class.

$H_0: \mu_{\text{Race}_{Yes}} = \mu_{\text{Race}_{No}}$

Null hypothesis: The race of individuals who participated in the creative writing class will be equal to the race of individuals who did not participate in the creative writing class.

Familial and Trauma History

Next, as discussed in the literature review, home environment, familial relations, and trauma affect an individual's ability to process, regulate, and understand other's emotions. Therefore, I used the self-reported family's response to offending; marital and divorce status of biological parents; exposure to domestic violence; and history of physical and sexual abuse, neglect, and involvement from the Department of Human Resources (DHR) in order to assess equivalency in familial and trauma history.

$H_0: \mu_{\text{Family Response to Offending}_{Yes}} = \mu_{\text{Family Response to Offending}_{No}}$

Null hypothesis: The family's response to offending for individuals who participated in the creative writing class will be equal to the family's response to offending for individuals who did not participate in the creative writing class.

$H_0: \mu_{\text{Biological Parents Ever Married}_{Yes}} = \mu_{\text{Biological Parents Ever Married}_{No}}$

Null hypothesis: The number of individuals whose biological parents were ever married and who participated in the creative writing class will be equal to the number of

individuals whose biological parents were ever married and who did not participate in the creative writing class.

$H_0: \mu_{\text{Biological Parents Divorced Yes}} = \mu_{\text{Biological Parents Divorced No}}$

Null hypothesis: The number of individuals whose biological parents are divorced and who participated in the creative writing class will be equal to the number of individuals whose biological parents are divorced and who did not participate in the creative writing class.

$H_0: \mu_{\text{Witnessed Domestic Violence Yes}} = \mu_{\text{Witnessed Domestic Violence No}}$

Null hypothesis: The number of individuals witnessed domestic violence and participated in the creative writing class will be equal to the number of individuals who witnessed domestic violence and did not participate in the creative writing class.

$H_0: \mu_{\text{Type of Domestic Violence Yes}} = \mu_{\text{Type of Domestic Violence No}}$

Null hypothesis: The type of domestic violence witnessed by those who participated in the creative writing class will be equal to the type of domestic violence witnessed by those who did not participate in the creative writing class.

$H_0: \mu_{\text{History of Sexual Abuse Yes}} = \mu_{\text{History of Sexual Abuse No}}$

Null hypothesis: The number of individuals who have a personal history of sexual abuse and participated in the creative writing class will be equal to the number of individuals who have a personal history of sexual abuse and did not participate in the creative writing class.

H₀: $\mu_{\text{History of Physical Abuse Yes}} = \mu_{\text{History of Physical Abuse No}}$

Null hypothesis: The number of individuals who have a history of physical abuse and participated in the creative writing class will be equal to the number of individuals have a history of physical abuse and did not participate in the creative writing class.

H₀: $\mu_{\text{History of Neglect Yes}} = \mu_{\text{History of Neglect No}}$

Null hypothesis: The number of individuals who have a history of neglect and participated in the creative writing class will be equal to the number of individuals who have a history of neglect and did not participate in the creative writing class.

H₀: $\mu_{\text{History of DHR Involvement Yes}} = \mu_{\text{History of DHR Involvement No}}$

Null hypothesis: The number of individuals who have a history of DHR Involvement and participated in the creative writing class will be equal to the number of individuals have a history of DHR Involvement and did not participate in the creative writing class.

Delinquency History

Lastly, I grouped variables pertaining to the youth's delinquency history, because variance in this category could influence the number of traumas, the severity of behavioral issues while in the facility, and one's ability to adjust to being within a secure facility.

H₀: $\mu_{\text{Number of Juvenile Delinquency Commitments Yes}} = \mu_{\text{Number of Juvenile Delinquency Commitments No}}$

Null hypothesis: The number of juvenile delinquency commitments by those who participated in the creative writing class will be equal to the number of juvenile delinquency commitments by those did not participate in the creative writing class.

$H_0: \mu_{\text{Total Number of Adjudicated Sex Offenses Yes}} = \mu_{\text{Total Number of Adjudicated Sex Offenses No}}$

Null hypothesis: The number of adjudicated sex offenses by those who participated in the creative writing class will be equal to the number of adjudicated sex offenses by those did not participate in the creative writing class.

$H_0: \mu_{\text{Number of Admitted Sex Offense Yes}} = \mu_{\text{Number of Sex Offense No}}$

Null hypothesis: The number of admitted sex offenses by those who participated in the creative writing class will be equal to the number of admitted sex offenses by those did not participate in the creative writing class.

$H_0: \mu_{\text{Number of Admitted Sex Offense Victims Yes}} = \mu_{\text{Number of Sex Offense Victims No}}$

Null hypothesis: The number of admitted sex offense victims by those who participated in the creative writing class will be equal to the number of admitted sex offense victims by those did not participate in the creative writing class.

$H_0: \mu_{\text{Deny any Type of Sexual Offending Behavior Occurred Yes}} = \mu_{\text{Deny any Type of Sexual Offending Behavior Occurred No}}$

Null hypothesis: The number of individuals who deny any type of sexual offending behavior occurred and participated in the creative writing class will be equal to the number of individuals who deny any type of sexual offending behavior occurred and did not participate in the creative writing class.

$H_0: \mu_{\text{Number of Criminal Arrests Yes}} = \mu_{\text{Number of Criminal Arrests No}}$

Null hypothesis: The number of criminal arrests by those who participated in the creative writing class will be equal to the number of criminal arrests by those who did not participate in the creative writing class.

Paired Samples t-test

The quantitative portion of the research project utilizes 163 pre- and post-test cases for youth adjudicated for their illegal sexual behaviors (YAISB). The purpose for using these cases is to assess if differences exist between YAISB who participated in the creative writing class while at the intervention-based secure facility and those who did not. The secondary data enables the researcher to utilize convenience sampling methods and a quasi-experimental design, since there are youth who participated and those who did not. The paired samples t-test uses “samples that are *correlated such as scores of the same subjects on a *pretest and *posttest” (Vogt and Johnson, 2016, p. 310). The analysis requires a nominal independent variable and continuous or interval dependent variable. Participation in the creative writing class serves as the independent variable (yes or no response), while the subscale scores that make up the MACI and the sum score on the PCL: YV serve as the dependent variables. Number of days in the program (continuous), age (continuous), race (categorical), and a history of witnessed or experienced abuse and/or neglect (categorical) serve as control variables.

Independent Samples t-test

In addition to the paired samples t-test, the independent samples t-test compares “the means of two *independent samples” (Vogt and Johnson, 2016, p. 200). Traditionally this test is used to compare groups based on demographic or gender-related factors. However, the current study applies the participation in the creative writing factor as the distinguishing variable to denote the two groups for comparison.

Phenomenology, Interpretive Phenomenological Analysis, and Coding

Heidegger was a student under Husserl who is known as the founder of the phenomenological movement (Audi, 1999). Although the two agreed on some things, they disagreed about a person’s ability to completely bracket oneself out and form an unbiased

interpretation as a matter of existence (Dowling, 2007). While Husserl felt that you could view the world unhindered by your own experience, Heidegger posited that there is a link between individuals and their world, which they are unable to fully separate from, and from within their context makes sense of their world (Racher, 2003; Annells, 1996; Heidegger, 1953). This, therefore, modified Heidegger's focus from simply describing the world to understanding the co-constructed meaning of the person in their environment (Dowling, 2007; Annells, 1996).

Heidegger's phenomenological perspective directly informs and guides the understanding of this study. First, one of the aims of this study is to gain a better understanding of the affect expression and processing of YPSB through their poetry while they are in a secure facility. Heidegger (1953) called this idea of understanding from an individual's perspective *apophainesthai*, which translates to "bringing to light." Another concept that he discusses is the idea of *being-in*, which he defined as, "the relation of being that two beings extended 'in' space have to each other with regard to their location" (p. 54). Following this assertion, and pairing it with idea that "[p]oetry ennobles the heart and the eyes and unveils the meaning of things upon which the heart and the eyes dwell" (Klein, 2012), and Orr's (2010) claim that through poetry, a reader can gain an understanding into the writer's emotions and experiences, the study approached the poetry from a phenomenological perspective, and more specifically, *Interpretive Phenomenological Analysis*.

Phenomenological analysis "requires an attempt to discover how an individual in a context makes sense of a particular phenomenon" (Savin-Baden & Major, 2013, p. 94), which normally takes place during the interview and member-checking process. Creswell (2013) affirms this idea. However, he goes beyond this, stating that it is not always true, "as some phenomenological studies involve varied sources of data, *such as poems*, observations, and

documents” (p. 79, emphasis added). Within the field of phenomenology, interpretive phenomenological analysis (IPA) specifically attempts to understand how the participants are navigating and making sense of their personal experiences and the world around them (Smith & Osborn, 2008). This applies to varied forms of data, with some asserting that IPA is most suitable for poetry (Spiers & Smith 2015), which is most likely due to the subjective nature of poetry. This idea, in tandem with the research questions and goals, led to the application of IPA and the use of emotion coding.

The process of coding in qualitative research is not always linear. According to Saldaña (2016), researchers choose when and if to code based on the research questions and methods. In the author’s exhaustive text on qualitative coding methods, he further asserts that the data determines the type of analysis. Emotion coding allows for the researcher to engage with the qualitative work by labeling “the emotions recalled and/or experienced by the participant *or inferred by the researcher about the participant*” (Saldaña, 2016, p. 125, emphasis added). This assertion that the researcher can interpret the emotions not only parallels the purpose of the study and aligns directly with the research questions, but also demonstrates the applicability of the practice towards the greater desire of humanizing these youth by highlighting a very human aspect of all people, emotions. The application of interpretation in both reading poetry and emotion coding created the avenue for working with existing, secondary qualitative data, which did not allow for or adopt traditional approaches to qualitative research such as follow-up interviews or member checking. Following the first round of Emotion Coding, I will embark on a second round of Focus Coding.

According to Saldaña (2016), the purpose of conducting a second coding cycle is to emphasize aspects of the qualitative data in order to produce “categories, themes, and concepts,

grasping meaning, and/or building theory” (p. 9). In this vein, Focus Coding is a method of coding applied after the first cycle in order to establish categories based on the significance or frequency of codes created or which emerge in the initial round. Therefore, I used Focus Coding to denote the Emotion Codes into a positive or negative category. It is an obvious statement to say that we as individuals have positive and negative emotions, however, understanding what I mean by that terminology is important. Cohn and Frederickson (2009) refer to positive emotions as “pleasant or desirable situation responses” (p. 13) that are different from a pleasurable sensation. The authors further assert that these responses typically take place in an environment that is safe or controlled. Conversely, negative emotions tend to be more difficult and can be painful (Lyness, D., 2017). Therefore, using the term positive and negative is not to say good or bad. Simply put, positive emotions are easier to manage and experience than negative emotions, and both are beneficial (Cohn & Frederickson, 2009). My reason for such great reduction is to further highlight the writer’s experiences and the processing of those emotions through poetry, and to be able to conduct the mixed methods analysis.

Pearson’s Correlation Coefficient

This is a mixed methods study, not simply a multi-method study. Therefore, the research questions and approaches reflect that. The mixed methods portion will focus solely on youth who participated in the creative writing class because they are the only ones in the study with both quantitative and qualitative data. In order to conduct the mixed methods analysis, I will use the exit scores from the PCL: YV and MACI and the findings from the Focused Coding to assess if there is a correlation between the number of Positive or Negative Emotions expressed and the subscale and sum scores from the measures. According to Vogt and Johnson (2016), Pearson’s correlation coefficient refers to analysis which shows, “the degree of *linear relationship

between two *variables that have been measures on *interval or *ratio scales” (p. 319).

Therefore, the number of positive and negative emotions interpreted from the poetry make up the independent variable; the dependent variable is the scale scores at exit. The purpose of this analysis is to explore the applicability of poetry to standardized measures and to ascertain whether a relationship exists between the number of positive or negative emotions interpreted and outcome measure and subscale scores.

Summary of Chapter Three

This chapter defined the methodologies implemented that should provide a greater understanding of the affect expression through poetry and the variability in emotion regulation, expression, comprehension, impulsivity, acting out, and interpersonal irresponsibility through the use of the Millon Adolescent Clinical Inventory and the Hare Psychopathy Checklist: Youth Version. Prior to initiating the study, the University of Alabama’s Institution Review Board approved the study. The secure facility completed the assent or consent process with each participant three different times during their time at the facility. As part of the intake and exit process at the facility, they collected the MACI and PCL: YV, as well as other biopsychosocial information. The measures focus on personality pattern; expressed concerns; clinical syndromes; and interpersonal, affective, antisocial, and behavioral aspects of psychopathy. The total number of students who completed both measures at intake and exit is 163, and the total number of poems used for the qualitative portion of the study is 107. In chapter four, the data collected using the methodology outlined in this chapter will explore the nine research questions of the study.

CHAPTER FOUR: RESULTS

Chapter four presents a summary of the data collected and studied using mixed methods research methods. The chapter presents the results pertaining to the research questions: 1) exploring the emotions being expressed by youth adjudicated for illegal sexual behaviors (YAISB) through their poetry, which is written in a creative writing class; 2) examining whether participating in the creative writing class is associated with changes in interpersonal and antisocial behaviors, affect, self-identity, and behavioral patterns; and 3) assessing the possibility of poetry enhancing the interpretation of changes in data. The chapter includes a description of the participants in the quantitative data, as well as a description of the quantitative data, a summary of the logistics of data collection, and the results of the data analysis and the study. I present the findings of the study as they are relevant to the potential effects of participating in a creative writing class while adjudicated on the affect expression and regulation of youth adjudicated for their illegal sexual behaviors (YAISB), as well as an interpretation of the emotions expressed in the poetry by the YAISB who participated in the creative writing class. The results present the data obtained from the Psychopathy Youth Checklist: Youth Version (PCL: YV), Millon Adolescent Clinical Inventory (MACI), and the coding of the poetry using emotion and focused coding.

Sample

The secure facility recruited individuals for participation in this study during the intake admissions process. All individuals go through an Internal Review Board (IRB) approved

process that includes an assent form to ascertain whether the youth want their information included in external research procedures. The secure facility assents and re-assents the youth at least two times and typically three at the secure facility: at intake, while at the facility, and upon exiting the program. The number of times is dependent upon the individual's length of stay. Depending on the length of adjudication into the facility, the youth may also be assented during their time at the facility. If at any time the youth indicates that they do not want their information included in any external research process, the datasets do not contain that youth's information. The quantitative portion of the study includes data from those who participated in the creative writing class and those who did not, while the qualitative portion only includes data from those who participated in the creative writing class. Therefore, the mixed methods analysis will only include qualitative and quantitative data for individuals who participated in the creative writing class because they are the only participants with measure scores and published poetry. All participants in the study are male, with a majority in both the quantitative and qualitative data being European American. However, there are disparities between representations in the two data sets. In the quantitative data, European Americans make up 57.7% of the participants, while they make up 71.6% of the participants in the creative writing class. Due to miscalculations, I am unable to present demographic information on age, however, since the facility only houses youth between the ages of 12 and 19, all youth are within this age range. Additionally, grade is somewhat indicative of age and all youth are in an academic grade level between 6th and 12th grade, with most of the youth between 8th and 10th grade (70.9%). Similarly, the grade range for the qualitative data includes youth in 7th, 8th, 9th, 10th, and 12th grade, with the majority in 8th, 9th, and 10th grade (74.6%). There are 11 students in the quantitative data and six students in the qualitative data who marked as "N/A." Using additional data, nine of the 11 students in the

quantitative data set “dropped out of school by choice/stopped going” and two “earned a G.E.D. or high school equivalency.” Within the qualitative data, all six students marked as “N/A” “dropped out of school by choice/stopped going.” Table 2 presents the quantitative sample demographics, while Table 3 displays the qualitative sample demographics for this study.

Table 2

Quantitative Sample Characteristics

Race/Ethnicity	<i>n</i>	%
European American	79	57.7
African American	51	37.2
Latino	5	3.6
Other	2	1.5

Grade Level	<i>n</i>	%
6 th Grade	3	2.2
7 th Grade	13	9.5
8 th Grade	32	23.4
9 th Grade	42	30.7
10 th Grade	23	16.8
11 th Grade	7	5.1
12 th Grade	6	4.4
N/A	11	8.0

Participation in Creative Writing Class	<i>n</i>	%
Yes	67	48.9
No	70	51.1

Table 3*Qualitative Sample Characteristics*

Race/Ethnicity	<i>n</i>	%
European American	48	71.6
African American	18	26.9
Latino	1	1.5
Grade Level	<i>n</i>	%
7 th Grade	8	11.9
8 th Grade	15	22.4
9 th Grade	23	34.3
10 th Grade	12	17.9
12 th Grade	3	4.5
N/A	6	9
Poems per Chapbook	<i>n</i>	%
2011 Chapbook	12	11.11
2012 Chapbook	17	15.74
2013 Chapbook	23	21.3
2014 Chapbook	12	11.11
2015 Chapbook	21	19.44
2016 Chapbook	22	20.37
Total number of Poems	107	100.00

Data Analysis and Results

The choice to use a mixed methods research design originates from the desire to enhance the coding of the published poetry (e.g. the qualitative data). Therefore, the current study is applying the embedded, quasi-experimental design as presented by Creswell and Plano Clark

(2011). The nature of the data allows for the mixing of the two methods to answer specific research questions that are not answerable with solely quantitative or qualitative methods. Furthermore, the use of quantitative and qualitative data in order to assess outcomes and explore the affect of youth who are participating in a creative writing class provides a richer understanding of the data. The facility collects the PCL: YV and the MACI at intake and exit. The data from these two standardized measures comprise the quantitative portion of the study.

Measures

The PCL: YV is a 20-question, self-reported survey instrument that measures the interpersonal, affective, antisocial, and behavioral aspects of psychopathy in an individual between the ages of 12 and 18 (Forth et al., 2003). There are 137 youth included in the secondary dataset, with 135 completing the PCL: YV at intake, and 131 at exit, while 126 youth had scores for the PCL: YV at both intake and exit.

The MACI is a 160-item self-reporting measure, created to assess personality patterns, expressed concerns, and clinical syndromes for adolescents between the ages of 13 and 19 (Millon et al., 2006). There are 12 personality pattern subscales; eight expressed concerns subscales; and seven clinical syndrome subscales. Of the 137 youth included in the secondary dataset, 133 completed the PCL: YV at intake and exit. However, only 130 youth had scores for the MACI at both intake and exit.

Assessing for Equivalency between Groups

In order to assess for group differences, I conducted independent samples t-tests and chi-square tests of independence to compare the mean differences of 22 variables between those who participated in the creative writing class and those who did not. There are three categories of

variables: Educational Background and Demographic Information, Family and Trauma History, and Delinquency History.

T-test results

Grade level and Number of Days in Treatment are the two variables which are continuous. Therefore, an independent samples t-test was performed comparing the mean grade level and number of days in treatment between students who participated in the creative writing class and those who did not. As predicted, the grade level of individuals who did not participate ($M = 8.26, SD = 2.928, N = 67$) and those who did ($M = 7.96, SD = 3.047, N = 67$) did not significantly differ, $t(135) = .591, p = .555$. Furthermore, there was not a significant difference in the number of days in treatment between those who participated ($M = 345.55, SD = 183.12, N = 67$), and those who did not ($M = 286, SD = 203.46, N = 70$), $t(135) = .591, p = .075$. Both variables had small effect sizes. The results of the t-tests are presented below.

Table 4

Sample Descriptive Using t-test for Equality of Means

	Participate		Did not participate		t	p	Cohen's d
	M	SD	M	SD			
Grade Level	7.96	3.047	8.26	2.928	.591	.977	.100398
Number of Days in Treatment	345.55	183.121	286.06	203.460	1.796	.629	.30735

Chi-square results

The distribution of some of the continuous variables were disproportionate, therefore, in order to assess the remaining 18 variables, several were converted to categorical variables. For example, the Race/Ethnicity variable offered options for African American, European American, Latin, Asian American, Biracial, and Other. The two largest categories were from the African American and European American groups, with minimal numbers in the other groups. Therefore, I created a categorical variable comparing White versus Non-White youth in the secure facility. Similarly, I did this for number of adjudicated sex offenses, juvenile delinquency commitments, criminal arrests, admitted sexual offenses, and admitted victims, creating categories of 0, 1, and more than 1 or 1 and more than 1.

In assessing the 20 variables, the number of missing data for the History of DHR Involvement ($n = 47$) and History of Sexual Victimization ($n = 49$) required me to dismiss the results of the chi-square test, despite a significant relationship for history of DHR involvement $X^2(1, N = 47) = 4.352, p = .037$. Of the 18 remaining variables, the results of the chi-square test of independence presented a significant relationship between two variables. First, white youth are more likely than non-white youth to participated in the creative writing class $X^2(1, N = 137) = 10.494, p = .001$. However, the association between the two variables is negative and weak, $\Phi = -.277$. Next, the youth reported whether parents or other family members argue or fight and if they use physical aggression or weapons during the altercations. Youth who participated in the creative writing class were more likely to witness physical aggression, while youth who did not participate were more likely to experience violence that included some type of weapon, $X^2(3, N = 136) = 10.467, p = .015$. Due to the degrees of freedom, the association between the two variables is between medium and strong, $\Phi = .277$. See Table 5 for the full results of the chi-square analysis.

Table 5*Descriptives*Participation in Creative Writing Class*

	Participation		X^2	df	Φ	p
	Yes	No				
DROPOUT	65	68	3.291	4	.157	.510
Educational Attainment	65	69	1.890	2	.119	.389
Repeat preschool or kindergarten	65	69	.018	2	.011	.991
Repeat any grade after preschool/kindergarten	66	70	.471	1	-.059	.493
Required Special Education	67	70	.305	1	-.047	.580
Race	67	70	10.494	1	-.277	.001
Family Response to Offending	66	70	2.498	4	.136	.645
Biological Parents Married to Each Other	65	66	.638	1	.119	.424
Biological Parents Divorced	64	65	2.326	1	-.134	.127
Witnessed Domestic Violence	66	70	1.247	2	.096	.536
Parents/Other family members argue/fight?	66	70	10.467	3	.277	.015
History of Sexual Abuse or Victimization	22	27	3.055	2	.250	.217
History of Physical Abuse	67	69	3.362	2	.157	.186
History of Neglect	66	70	3.422	3	.159	.331
History of DHR Involvement	21	26	4.352	1	.304	.037

No. of Adjudicated Sex Offenses	67	70	.322	1	.049	.570
No. of Juvenile Delinquency	67	70	.032	1	-.015	.857
Commitments						
Total No. of Arrests	67	70	2.795	2	.143	.247
Total No. of Admitted Sex	67	70	1.157	2	.092	.561
Offenses						
Total No. of Admitted Victims	67	70	2.781	2	.142	.249

Table 6

*Parents/Other family member members argue/fight? **

Participation in Creative Writing Class

		Yes, Participation	No, Participation	Total
Parents/Other family member members argue/fight?	No exposure to DV/Fighting	20	24	44
	Yes, argue, but no physical aggression	26	30	56
	Yes, witnessed physical aggression	19	8	27
	Yes, and violence included a weapon of some type	1	8	9
Total		66	70	136

Table 7

*Race * Participation in Creative Writing Class*

		Yes, Participation	No, Participation	Total
Race as White vs Non- White	White	48	31	79

	Non-White	19	39	58
Total		67	70	137

Due to the results of both the t-test and chi-square, I fail to reject the null hypothesis of 18 out of 22 of the variables to assess for group equivalency. Two of the variables, History of Sexual Abuse or Victimization and History of DHR Involvement, did not have sufficient samples to ascertain equivalency between the two groups. The significant difference between groups on the variable Parents/Other Family Members Argue/Fight? does not hinder the establishment of the groups being equal. However, differences in the racial makeup of the groups is concerning. Although the association is weak, meaning that one does not necessarily influence the other, it challenges group equivalency. Despite this significant difference on Race, I feel the remaining 18 variables provide enough justification to move forward and test group differences on PCL:YV outcomes of the MACI and PCL: YV measures. I used paired samples and independent samples t-tests in order to assess for differences between the groups.

Paired Samples t-test

Millon Adolescent Clinical Inventory

Analytical Approach. I used a paired samples t-test to assess whether the means of the initial and exiting affect and behavior of youth adjudicated into a secure facility for illegal sexual behaviors differ after participating in a creative writing class.

Statistical Analysis. The Millon Adolescent Clinical Inventory (MACI) includes 160 true or false questions that factor into 30 different subscales, which are meant to assist in “identifying, predicting, and understanding a wide range of psychological problems that are characteristic of adolescents” (Millon et al., 2006, p. 5). In reporting scores, the MACI provides

four categories of scoring, no presence of traits at the domain level (0 – 59); possible presence of traits the domain level (60 – 74); likely psychopathology is present, possibly at a trait level (75 – 84); and the presence of personality pattern likely at an impairing level (85 or more).

In looking at the relationship of the initial and exiting affect and behavioral patterns of the youth enrolled in the creative writing class, the affect and behavioral patterns difference formula is calculated by subtracting the pre-test MACI subscale scores from the posttest MACI subscale scores, which equals affect and behavioral pattern difference. The study design for the paired samples t-test includes the measures from each subject at pretest and posttests after participating in the creative writing class. I then used the results to determine if the difference was significant.

Research Question One

What is the difference in affect, self-identity, and behavioral patterns for youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing program as measured by the Millon Adolescent Clinical Inventory?

$$H_0: \mu\text{MACI}_{\text{Pre}} = \mu\text{MACI}_{\text{Post}}$$

Null hypothesis: There is no significant difference between the initial and exiting affect, self-identity, and behavioral patterns of youth adjudicated into a secure facility for illegal sexual behaviors who participated in the creative writing program as measured by the MACI.

$$H_a: \mu\text{MACI}_{\text{Pre}} \neq \mu\text{MACI}_{\text{Post}}$$

Alternative hypothesis: There is a significant difference between the initial and exiting affect, self-identity, and behavioral patterns of youth adjudicated into a secure facility for

illegal sexual behaviors who participated in the creative writing program as measured by the MACI.

Dependent Variable. MACI Subscale Scores

Independent Variables. Participation in the creative writing class

Findings. Of the 67 students who participated in the creative writing program, 100 percent of the students completed the MACI at intake. The majority of the subscales had a normal distribution, with a skewness between -1 and 1 and a kurtosis between -2 and 2. However, several distributions fell outside of the range, such as Desirability (-1.218, 3.376), Anxious Feeling (1.030, 3.408), and Suicidal Tendencies (1.447, 2.484). Then, three additional subscales had distributions outside of the range of normality for skewness, but not kurtosis: Forceful (1.053, 1.198), Body Disapproval (1.207, .773), Eating Dysfunctions (1.179, .839), and Substance Abuse Proneness (1.172, 1.134). The measure results revealed that six of the 30 subscales averaged a score of 60 or more, while 24 averaged scores of 59 or below. The five subscales that averaged 60 or more points include Desirability (M = 69.16, SD = 14.62), Submissive (M = 62.43, SD = 15.42), Sexual Discomfort (M = 61.25, SD = 20.37), Family Discord (M = 62.01, SD = 19.92), and Anxious Feeling (M = 69.13, SD = 24.82). Lastly, four variables had means on the cusp of being within a clinical range with scores between 58 to 59.99: Debasement, Oppositional, Social Insecurity, and Delinquent Predisposition.

Table 8*MACI, Pre-Participation Descriptive*

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Disclosure	67	10	91	53.27	16.934	.163	.035
Desirability	67	11	95	69.16	14.621	-1.218	3.376
Debasement	67	35	95	58.97	17.431	.365	-.869
Introversion	67	12	107	55.22	19.468	.073	.214
Inhibited	67	3	98	50.48	24.454	.020	-1.188
Doleful	67	1	90	49.28	24.332	.003	-1.164
Submissive	67	33	98	62.43	15.417	.051	-.740
Dramatizing	67	3	111	56.34	18.873	.184	.592
Egotistic	67	7	77	50.91	16.925	-.364	-.684
Unruly	67	9	97	55.72	21.062	.093	-.809
Forceful	67	1	111	32.25	23.406	1.053	1.198
Conforming	67	14	87	53.18	13.319	-.181	1.024
Oppositional	67	18	84	59.12	16.886	-.966	.037
Self-demeaning	67	8	92	43.06	22.176	.358	-1.037

Borderline Tendency	67	1	84	40.93	21.419	.038	-.689
Identity Diffusion	67	19	108	45.81	19.130	.824	.546
Self-Devaluation	67	2	109	48.91	27.500	.307	-1.035
Body Disapproval	67	3	113	28.43	26.196	1.207	.773
Sexual Discomfort	67	21	115	61.25	20.373	.601	.493
Peer Insecurity	67	8	104	54.79	28.722	.110	-1.320
Social Insensitivity	67	16	107	58.75	21.490	.363	-.582
Family Discord	67	14	99	62.01	19.922	-.380	-.366
Childhood Abuse	67	7	112	45.46	30.010	.526	-1.096
Eating Dysfunctions	67	2	76	20.79	17.369	1.179	.839
Substance Abuse	67	2	115	40.36	26.308	1.172	1.134
Delinquent Predisposition	67	11	109	59.81	22.611	.403	-.162
Impulsive Propensity	67	14	106	56.67	26.064	.064	-1.262
Anxious Feeling	67	25	173	69.13	24.824	1.030	3.408
Depressive Affect	67	7	108	57.15	29.384	.154	-1.306

Suicidal Tendency	67	0	108	30.87	22.407	1.447	2.484
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Like at intake, the MACI exiting posttest revealed 100 percent of the students (n=67) completed the posttest, and the majority of the subscales had a normal distribution. However, Suicidal Tendencies (1.796, 3.719) fell outside of the range of normality on both skewness and kurtosis, while the subscales of Forceful (1.066, 1.411), Self-Devaluation (1.070, .467), Body Disapproval (1.080, .556), Eating Dysfunctions (1.178, .619), and Substance Abuse Proneness (1.042, .372) only had non-normal distributions based on skewness but not kurtosis. The post-measure results revealed that eight of the 30 subscales averaged a score of 60 or more, while 22 averaged scores of 59 or below. The eight subscales that averaged 60 or more points include Desirability (M = 73.42, SD = 15.40), Submissive (M = 62.84, SD = 14.75), Conforming (M = 60.85, SD = 17.08), Sexual Discomfort (M = 61.85, SD = 20.88), Social Insecurity (M = 60.06, SD = 17.14), Family Discord (M = 61.82, SD = 20.61), Delinquent Predisposition (M = 62.85, SD = 18.20), and Anxious Feeling (M = 67.57, SD = 20.42). Additionally, one variable had a mean on the cusp of being within a clinical range with scores between 58 to 59.99: Dramatizing.

Table 9

MACI, Post-Participation Descriptive

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Disclosure	67	5	86	48.43	20.61	.190	-.528
Desirability	67	32	100	73.42	15.40	-.797	.568
Debasement	67	6	100	51.84	18.61	.797	.468

Introversion	67	12	90	47.15	15.85	.222	-.200
Inhibited	67	3	99	49.57	23.25	.315	-.682
Doleful	67	1	112	47.96	27.34	.427	-.902
Submissive	67	9	95	62.84	14.75	-.523	1.942
Dramatizing	67	6	95	59.57	16.31	-.571	.773
Egotistic	67	1	88	57.81	16.26	-.965	1.797
Unruly	67	12	97	57.43	18.70	-.095	-.619
Forceful	67	1	87	29.99	18.52	1.066	1.411
Conforming	67	22	101	60.85	17.08	.388	.092
Oppositional	67	8	85	49.39	19.25	-.108	-1.138
Self-demeaning	67	9	105	41.01	22.65	.741	-.414
Borderline Tendency	67	1	111	37.10	23.27	.830	.469
Identity Diffusion	67	7	82	39.63	17.40	.645	-.141
Self-Devaluation	67	10	118	40.69	25.73	1.070	.467
Body Disapproval	67	1	87	25.12	20.39	1.080	.556
Sexual Discomfort	67	10	122	61.85	20.08	.449	.790

Peer Insecurity	67	6	122	49.90	24.49	.683	-.302
Social Insensitivity	67	9	101	60.06	17.14	-.154	1.161
Family Discord	67	12	100	61.82	20.61	-.199	-.692
Childhood Abuse	67	7	114	48.28	31.15	.265	-1.293
Eating Dysfunctions	67	0	69	19.15	16.73	1.178	.619
Substance Abuse	67	6	109	40.45	26.41	1.042	.372
Delinquent Predisposition	67	5	109	62.85	18.20	-.305	.768
Impulsive Propensity	67	18	112	54.34	23.17	.209	-.984
Anxious Feeling	67	11	117	67.57	20.42	.163	.420
Depressive Affect	67	2	118	51.03	27.12	.385	-.788
Suicidal Tendency	67	3	118	29.91	22.26	1.796	3.719

Table 10 shows the results of the significant paired samples t-test for pretest and posttest scores on the MACI for youth who participated in the creative writing class. Despite some of the subscales not having a normal distribution, I continued with the statistical test. The findings of the paired samples test show a significant difference between pretest and posttest scores on the MACI for six of the 30 subscales: Debasing, Introversion, Egotistic, Conforming, Oppositional, and Identity Diffusion. First, there was a significant decrease in scores for the

subscale of Debasement ($M = 7.134$, $SD = 25.260$), $t(66) = 2.312$, $p = .024$. Next, Introversion saw a significant decrease of 8.075 points ($SD = 25.260$), $t(66) = 2.505$, $p = .015$. The subscales for Oppositional ($M = 9.731$, $SD = 23.970$), $t(66) = 3.323$, $p = .011$ and Identity Diffusion ($M = 6.179$, $SD = 23.861$), $t(66) = 2.120$, $p = .038$ also significantly decreased. Conversely, Egotistic ($M = -6.896$, $SD = 24.471$), $t(66) = -2.307$, $p = .024$ and Conforming ($M = -7.672$, $SD = 23.930$), $t(66) = -2.624$, $p = .011$ significantly increased between intake and exit. Finally, the relationship between the means is between small and medium. Using Cohen's D, I ascertained that the effect size ranged from .259 for Identity Diffusion and .406 for Oppositional. For the variables that saw an increase, there was an effect size of -.282 for Egotistic and -.321 for Conforming. Based on the outcome of the t-test, I partially reject the null hypothesis that there is no difference between the two sets of subscale means. A full results table is included in the appendices.

Table 10

Millon Adolescent Clinical Inventory t-test Significant Subscale Results

Yes, participate					
	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's d
Debasement	7.134	25.260	2.312	.024	.282
Introversion	8.075	26.389	2.505	.015	.306
Egotistic	-6.896	24.471	-2.307	.024	-.282
Conforming	-7.672	23.930	-2.624	.011	-.321
Oppositional	9.731	23.970	3.323	.001	.406
Identity Diffusion	6.179	23.861	2.120	.038	.259

Research Question Two

What is the difference in affect, self-identity, and behavioral patterns for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Millon Adolescent Clinical Inventory?

$$H_0: \mu\text{MACI}_{\text{Pre}} = \mu\text{MACI}_{\text{Post}}$$

Null hypothesis: There is no significant difference between the initial and exiting affect, self-identity, and behavioral patterns of youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in the creative writing program as measured by the MACI.

$$H_a: \mu\text{MACI}_{\text{Pre}} \neq \mu\text{MACI}_{\text{Post}}$$

Alternative hypothesis: There is a significant difference between the initial and exiting affect, self-identity, and behavioral patterns of youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in the creative writing program as measured by the MACI.

Dependent Variable. MACI Subscale Scores

Independent Variables. Participation in the creative writing class

Findings. Of the 70 students adjudicated into the secure facility who did not participate in the creative writing program, 66 (94.29%) of the students completed the MACI at intake. Twenty-five of the subscales had a normal distribution, with a skewness between -1 and 1 and a kurtosis between -2 and 2. However, Body Disapproval (1.865, 2.707) fell outside of the range of normality on both skewness and kurtosis, while Dramatizing (-1.124, 1.759), Egotistic (-1.163, 1.454), Childhood Abuse (1.005, .096), Eating Dysfunctions (1.535, 1.892), and Suicidal Tendencies (1.560, 1.924) fell outside of the range of normality only for skewness. The results

revealed that six of the 30 subscales averaged a score of 60 or more, while 24 averaged scores of 59 or below. The six subscales that averaged 60 or more points include Desirability (M = 69.15, SD = 13.80), Submissive (M = 61.44, SD = 17.896), Social Insecurity (M = 61.85, SD = 22.197), Family Discord (M = 62.42, SD = 17.930), Delinquent Predisposition (M = 63.77, SD = 19.510), and Anxious Feeling (M = 66.50, SD = 223.442). Additionally, the Unruly variable had a mean on the cusp of being within a clinical range with a mean score of 59.06.

Table 11

MACI, Pre-NonParticipation Descriptive

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Disclosure	66	0	99	51.61	22.35	-.075	-.546
Desirability	66	30	94	69.15	13.80	-.979	1.050
Debasement	66	35	100	56.32	18.33	.498	-.594
Introversion	66	12	109	56.03	17.90	.558	.803
Inhibited	66	1	91	48.79	20.20	-.141	-.668
Doleful	66	1	92	51.38	25.76	-.177	-1.278
Submissive	66	22	115	61.44	17.90	.157	.030
Dramatizing	66	1	95	55.80	18.89	-1.124	1.759
Egotistic	66	1	83	54.32	18.35	-1.163	1.454
Unruly	66	20	112	59.06	21.65	.389	-.481
Forceful	66	1	92	36.30	24.33	.491	-.854
Conforming	66	1	92	54.92	17.45	-.329	.708
Oppositional	66	21	93	57.95	19.47	-.336	-1.037
Self-demeaning	66	7	85	40.61	22.83	.506	-.917

Borderline Tendency	66	7	88	39.82	22.48	.429	-.928
Identity Diffusion	66	17	108	50.26	21.56	.444	-.605
Self-Devaluation	66	6	110	43.79	27.61	.846	-.038
Body Disapproval	66	3	91	21.36	22.70	1.865	2.707
Sexual Discomfort	66	24	115	56.92	16.86	.690	1.408
Peer Insecurity	66	7	108	49.82	24.14	.689	-.312
Social Insensitivity	66	7	115	61.85	22.20	.142	.161
Family Discord	66	26	95	62.42	17.93	-.087	-1.098
Childhood Abuse	66	7	106	37.29	28.42	1.005	.096
Eating Dysfunctions	66	2	70	17.76	16.06	1.535	1.892
Substance Abuse	66	6	115	44.26	28.63	.687	-.337
Delinquent Predisposition	66	25	115	63.77	19.51	.588	-.083
Impulsive Propensity	66	15	112	54.82	25.96	.218	-1.204
Anxious Feeling	66	18	115	66.50	23.44	.124	-.527
Depressive Affect	66	9	111	57.24	29.39	.018	-1.126
Suicidal Tendency	66	4	110	31.03	26.61	1.560	1.924

Like at intake, the MACI exiting posttest revealed 94.29 percent of the students (n=66) completed the posttest, and many of the subscales had a normal distribution. However, a couple of the distributions fell outside of the range of normality such as Eating Dysfunctions (2.268, 5.677) and Suicidal Tendencies (1.827, 3.552). Two additional subscales had distributions outside of the range of normality for skewness, but not kurtosis: Forceful (1.118, .859) and Body

Disapproval (1.572, 1.920). The post-measure results revealed that 10 of the 30 subscales averaged a score of 60 or more, while 20 averaged scores of 59 or below. The 10 subscales that averaged 60 or more points include Desirability (M = 75.20, SD = 11.012), Submissive (M = 61.52, SD = 15.174), Dramatizing (M = 63.47, SD = 14.707), Egotistic (M = 60.97, SD = 13.810), Conforming (M = 60.47, SD = 15.743), Sexual Discomfort (M = 60.71, SD = 17.471), Social Insecurity (M = 64.23, SD = 18.535), Family Discord (M = 60.02, SD = 19.334), Delinquent Predisposition (M = 65.59, SD = 18.349), and Anxious Feeling (M = 63.47, SD = 14.707). Additionally, Unruly stayed on the cusp of being within a clinical range with a mean score of 58.89.

Table 12

MACI, Post-NonParticipation Descriptive

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Disclosure	66	0	91	45.80	20.699	-.188	-.133
Desirability	66	42	95	75.20	11.012	-.511	.842
Debasement	66	13	100	49.21	16.750	.966	.922
Introversion	66	-7	85	46.61	17.686	-.271	.459
Inhibited	66	7	103	45.67	21.524	.490	-.293
Doleful	66	1	112	45.76	29.644	.460	-.936
Submissive	66	16	89	61.52	15.174	-.713	.503
Dramatizing	66	14	92	63.47	14.707	-.437	.881
Egotistic	66	21	84	60.97	13.810	-.534	.286
Unruly	66	10	111	58.89	18.931	.315	.814
Forceful	66	1	92	32.55	20.783	1.118	.859

Conforming	66	11	97	60.47	15.743	.106	1.131
Oppositional	66	16	100	52.21	19.249	.045	-.788
Self-demeaning	66	6	88	36.92	22.031	.701	-.771
Borderline Tendency	66	4	85	34.86	18.754	.757	.164
Identity Diffusion	66	3	77	39.92	17.631	.255	-.844
Self-Devaluation	66	3	98	33.52	22.933	.905	.136
Body Disapproval	66	2	76	18.68	17.357	1.572	1.920
Sexual Discomfort	66	23	115	60.71	17.471	.470	1.750
Peer Insecurity	66	5	115	46.11	22.434	.607	-.018
Social Insensitivity	66	18	113	64.23	18.535	.218	.553
Family Discord	66	16	112	60.02	19.334	.097	-.328
Childhood Abuse	66	5	115	36.85	28.085	.981	.151
Eating Dysfunctions	66	1	80	14.00	15.065	2.268	5.677
Substance Abuse	66	2	115	40.64	25.901	1.168	1.069
Delinquent Predisposition	66	17	107	65.59	18.349	.275	-.102
Impulsive Propensity	66	17	115	54.86	24.351	.310	-.667
Anxious Feeling	66	20	114	61.97	19.815	.027	.054
Depressive Affect	66	0	111	43.17	27.153	.558	-.881
Suicidal Tendency	66	2	80	21.18	17.453	1.827	3.552

Table 13 shows the results of the significant paired samples t-test for pretest and posttest scores on the MACI for youth who participated in the creative writing class. Due to the missing data at intake and exit, 63 of the 70 youth had scores analyzed (90%). Despite some of the

subscales not having a normal distribution, I continued with the statistical test. The findings of the paired samples test show a significant difference between pretest and posttest scores on the MACI for 10 of the 30 subscales: Desirability, Debasement, Introversion, Dramatizing, Egotistic, Conforming, Identity Diffusion, Self-Devaluation, Depressive Affect, and Suicidal Tendencies. First, like those who participated in the creative writing class, there was a significant decrease in Debasement ($M = 5.714$, $SD = 20.175$), $t(62) = 2.248$, $p = .028$, Introversion ($M = 9.175$, $SD = 17.789$), $t(62) = 4.094$, $p = .000$, and Identity Diffusion ($M = 8.560$, $SD = 19.847$), $t(62) = 3.422$, $p = .001$. In addition to these, those who did not participate in the creative writing class also saw significant decreases in Self-Devaluation ($M = 9.032$, $SD = 26.830$), $t(62) = 2.672$, $p = .010$, Depressive Affect ($M = 12.492$, $SD = 26.134$), $t(62) = 3.794$, $p = .000$, and Suicidal Tendencies ($M = 7.937$, $SD = 23.693$), $t(62) = 2.659$, $p = .010$. Next, this group's mean scores significantly increased for Desirability ($M = -5.556$, $SD = 14.702$), $t(62) = -2.999$, $p = .004$ and Dramatizing ($M = -6.730$, $SD = 19.726$), $t(62) = -2.708$, $p = .009$. Also, like their comparison group, Egotistic ($M = -5.714$, $SD = 17.217$), $t(62) = -2.634$, $p = .011$ and Conforming ($M = -4.444$, $SD = 16.928$), $t(62) = -2.084$, $p = .041$ significantly increased. Finally, the relationship between them is between small and medium. Using Cohen's D, I ascertained that the effect size ranged from .283 for Debasement and .516 for Introversion. Similarly, for the variables that saw an increase, there was an effect size range of -.263 for Conforming and -.378 for Desirability. Based on the outcome of the t-test, I partially reject the null hypothesis that there is no difference between the two sets of subscale means. A full results table is included in the appendices.

Table 13*Millon Adolescent Clinical Inventory t-test Significant Subscale Results*

No, participate			<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>			
Desirability	-5.556	14.702	-2.99	.004	-.378
Debasement	5.714	20.175	2.248	.028	.283
Introversion	9.175	17.789	4.094	.000	.516
Dramatizing	-6.730	19.726	-2.708	.009	-.341
Egotistic	-5.714	17.217	-2.634	.011	-.332
Conforming	-4.444	16.928	-2.084	.041	-.263
Identity Diffusion	8.56	19.847	3.422	.001	.431
Self-Devaluation	9.032	26.830	2.672	.010	.337
Depressive Affect	12.492	26.134	3.794	.000	.478
Suicidal Tendency	7.937	23.693	2.659	.010	.335

Psychopathy Checklist: Youth Version

Analytical Approach. I used a paired samples t-test to assess for differences in means of the initial and exiting traits and behaviors central to the construct of psychopathy of youth adjudicated into a secure facility for illegal sexual behaviors differ after participating in a creative writing class.

Statistical Analysis. The Psychopathy Checklist: Youth Version (PCL: YV) is a 20-question, self-reported survey instrument that measures the interpersonal, affective, antisocial, and behavioral aspects of psychopathy in an individual between the ages of 12 and 18 (Forth et al., PCL:YV 2003). In reporting scores, the PCL: YV uses a sum of the 20 questions to indicate

areas of struggle for youth that pertain to psychopathy. They PCL: YV is not a predictive or explanatory measure, however, it does provide ranges for low, medium and high scores, which can be used to inform clinical decisions and treatment plan development. Youth who score between zero and 19 are deemed low, 20 to 29 are medium, and 30 and above are considered high.

In looking at the relationship of the initial and exiting traits and behaviors central to the construct of psychopathy of youth at the secure facility who enrolled in the creative writing class, the traits and behavior difference formula is calculated by subtracting the pre-test PCL: YV sum score from the posttest PCL: YV sum score, which equals trait and behavior difference. The study design for the paired samples t-test includes the measures from each subject at pretest and posttests after participating in the creative writing class. I then used the results to determine if the difference was significant.

Research Question Three

What is the difference in traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing program as measured by the Psychopathy Checklist: Youth Version (PCL: YV)?

H₀: $\mu\text{PCL: YV}_{\text{Pre}} = \mu\text{PCL: YV}_{\text{Post}}$

Null hypothesis: There is no significant difference between the initial and exiting traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version.

H_a: $\mu\text{PCL: YV}_{\text{Pre}} \neq \mu\text{PCL: YV}_{\text{Post}}$

Alternative hypothesis: There is a significant difference between the initial and exiting traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version.

Dependent Variable. PCL: YV Sum Score

Independent Variables. Participation in the creative writing class

Findings. Of the 67 students who participated in the creative writing program, 100 percent of the students completed the PCL: YV at intake, and the data distributes normally with a skewness of .531 and kurtosis of -.270. The largest portion of the 67 youth were at the low level, with 58 of the youth (79.1%) scoring between a zero and 19. Nine youth (20.9%) scored in the medium range with a score between 20 and 29, and no student had a high level of traits or behaviors with a score of 30 or more. The sum score of the PCL: YV for the youth who participated in the creative writing class had a mean of 11.91, with a standard deviation of 5.449.

The PCL: YV upon exiting for youth who participated in the creative writing class revealed that 63 of the 67 students completed the posttest (n=94%). Unlike at intake, the data does not have a normal distribution with a skewness of 1.319 and kurtosis of 2.503. Similar to the pretest scores, upon exit, youth scoring between zero and 19 made up the largest response group with 95.24 percent of the responses. The remaining three youth (4.76%) reported scores in the medium range of 20 to 29. The sum score of the PCL: YV at exit for the youth who participated in the creative writing class had a mean of 7.95, with a standard deviation of 4.998. This is an average decrease of 3.96 points from intake.

Table 14*PCL: YV Descriptive*

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Pre PCL: YV Sum	67	3	26	11.91	5.45	0.531	0.578
Post PCL: YV Sum	63	1	26	7.95	4.99	1.319	0.595
Total Valid	63						

Table 15 shows the results of the paired samples t-test for pretest and posttest scores on the PCL: YV for youth who participated in the creative writing class. Despite the posttest sum score not having a normal distribution, I continued with the statistical test. The findings of the paired samples test show a significant decrease between pretest and posttest sum scores on the PCL: YV ($M = 4.127$, $SD = 7.610$), $t(62) = 4.304$, $p < .001$. Using Cohen's D, I ascertained that there is a medium effect size of .542. I reject the null hypothesis that there is no difference between the two means of the pretest and posttest presence of psychopathic traits and behaviors.

Table 15*Psychopathy Checklist: Youth Version t-test Results*

PCL: YV Pretest,						
PCL: YV Post	M SD		t	p	Cohen's d	
Yes, participate	4.127	7.610	4.304	.000	.542	

Research Question Four

What is the difference in traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version (PCL: YV)?

H₀: $\mu\text{PCL: YV}_{\text{Pre}} = \mu\text{PCL: YV}_{\text{Post}}$

Null hypothesis: There is no significant difference between the initial and exiting traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version.

H_a: $\mu\text{PCL: YV}_{\text{Pre}} \neq \mu\text{PCL: YV}_{\text{Post}}$

Alternative hypothesis: There is a significant difference between the initial and exiting traits and behaviors central to the construct of psychopathy for youth adjudicated into a secure facility for illegal sexual behaviors who did not participate in a creative writing program as measured by the Psychopathy Checklist: Youth Version.

Dependent Variable. PCL: YV Sum Score

Independent Variables. Participation in the creative writing class

Findings. Of the 70 students who did not participate in the creative writing program, 97.14 percent of the students (n = 68) completed the PCL: YV at intake, and the data distributes normally with a skewness at .344 and kurtosis of -.613. The youth who reported a score between 0 and 19 made up 51 of the 68 youth (75%) with 26 youth having a score between 0 and 9 and 25 youth scoring between 10 and 19. For scores between 20 and 29, indicating medium range, 16 youth (23.53%) reported scores in this range. Lastly, one student had a score of 30 or more, indicating a high presence of psychopathic traits or behaviors. The sum score of the PCL: YV for the youth who did not participate in the creative writing class had a mean of 13.38, with a standard deviation of 7.731.

Like at entering the facility, 68 youth completed the PCL: YV upon exiting the facility (97.14%), and the data normally distributes with a skewness of .901 and kurtosis of .468. For the

68 youth, 60 of them reported a score between 0 and 19 (88.24%). The remaining 11.76% had scores within the 20 to 29 range (n = 8), with no youth having a score of 30 or more. The sum score of the PCL: YV for the youth who did not participate in the creative writing class had a mean of 9.15, with a standard deviation of 6.743. This is an average decrease of 4.23 points from intake.

Table 16

PCL: YV Descriptive

	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis
Pre PCL: YV Sum	68	0	34	13.38	7.731	0.344	-0.613
Post PCL: YV Sum	68	0	29	9.15	6.743	0.901	0.468
Total Valid	68						

Table 17 shows the results of the paired samples t-test for pretest and posttest scores on the PCL: YV for youth who did not participate in the creative writing class. Due to the missing data at intake and exit, 66 of the 70 youth had scores analyzed (94.29%). The findings of the paired samples test show a significant decrease between pretest and posttest sum scores on the PCL: YV ($M = 4.439$, $SD = 5.926$), $t(65) = 6.087$, $p < .001$. Using Cohen's D, I ascertained that there is a medium effect size of .641. I reject the null hypothesis that there is no difference between the two means of the pretest and posttest presence of psychopathic traits or behaviors for youth adjudicated for their illegal sexual behaviors who did not participate in the creative writing class.

Table 17

Psychopathy Checklist: Youth Version t-test Results

PCL: YV Pretest,					
PCL: YV Post	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
No, Participate	4.439	5.926	6.087	.000	.641

Independent Samples t-test

Millon Adolescent Clinical Inventory

Analytical Approach. I used an independent samples t-test to assess whether there was a difference in means on the 30 subscales of the MACI for youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class from those who did not participate in the creative writing class.

Statistical Analysis. The Millon Adolescent Clinical Inventory (MACI) includes 160 true or false questions that factor into 30 different subscales, which are meant to assist in “identifying, predicting, and understanding a wide range of psychological problems that are characteristic of adolescents” (Millon et al., 2006, p. 5). In reporting scores, the MACI provides four categories of scoring: no presence of traits at the domain level (0 – 59); possible presence of traits at the domain level (60 – 74); likely psychopathology is present, possibly at a trait level (75 – 84); and the presence of personality pattern likely at an impairing level (85 or more).

In looking at the relationship of the initial and exiting affect and behavioral patterns of the youth adjudicated into the secure facility for their illegal sexual behaviors at the secure facility, the affect and behavioral patterns difference formula is calculated by subtracting the pre-test MACI subscale scores from the posttest MACI subscale scores, which equals affect and

behavioral pattern difference. The study design for the independent samples t-test compares the measures from each group at pretest and posttests after participating or not participating in the creative writing class. I then used the results to determine if the difference between the groups scores are significant.

Research Question Five

Does the average on the 30 subscales of the MACI at Intake; Exit; and the difference between Intake and Exit scores differ between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class differ from those who did not participate in the creative writing class?

H₀: $\mu_{\text{MACI}_{\text{Yes, Participation}}} = \mu_{\text{MACI}_{\text{No, Participation}}}$

Null hypothesis: There is no significant difference between youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing class and those who did not participate on scores for the MACI at Intake; Exit; and the difference between Intake and Exit scores.

H₀: $\mu_{\text{MACI}_{\text{Yes, Participation}}} \neq \mu_{\text{MACI}_{\text{No, Participation}}}$

Alternative hypothesis: There is a significant difference between youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing class and those who did not participate on scores for the MACI at Intake; Exit; and the difference between Intake and Exit scores.

Dependent Variable. MACI subscales at intake, exit, and the difference between the two scores.

Independent Variables. Participation in the creative writing class

Findings. The independent samples t-test included 133 youth from the secure facility, with 67 who participated in the creative writing class and 66 who did not. Similar to the results of the paired samples t-test, the majority of the subscales had a normal distribution, with a skewness between -1 and 1 and a kurtosis between -2 and 2. However, at intake, Desirability (-1.098, 2.240) and Suicidal Tendencies (1.518, 2.140) fell outside of the range of normality on both skewness and kurtosis, while Body Disapproval (1.474, 1.392) and Eating Dysfunction (1.328, 1.185) only fell outside of the range of normality for skewness. Additionally, the assumption of homogeneity of variances was tested and satisfied via Levene's *F* test for all of the subscales except for the subscales of Disclosure, $F(131) = 6.088, p = .015$; Inhibited $F(131) = 6.422, p = .012$; Body Disapproval $F(131) = 4.173, p = .043$; and Peer Insecurity $F(131) = 6.256, p = .014$. For these subscales, I will use the calculations for equal variance not assumed.

Table 18
Pre-MACI Levene's Test for Equality of Variances

	Participation	N	M	SD	Skewness	Kurtosis	<i>F</i>	<i>p</i>
Disclosure	No	66	51.61	22.348	-.037	-.218	6.088	.015
	Yes	67	53.27	16.934				
Desirability	No	66	69.15	13.795	-1.098	2.240	.186	.667
	Yes	67	69.16	14.621				
Debasement	No	66	56.32	18.327	.416	-.753	.317	.574
	Yes	67	58.97	17.431				
Introversion	No	66	56.03	17.899	.275	.436	.240	.625
	Yes	67	55.22	19.468				
Inhibited	No	66	48.79	20.203	-.015	-.947	6.422	.012
	Yes	67	50.48	24.454				
Doleful	No	66	51.38	25.764	-.085	-1.233	.968	.327
	Yes	67	49.28	24.332				
Submissive	No	66	61.44	17.896	.102	-.231	1.186	.278

	Yes	67	62.43	15.417				
Dramatizing	No	66	55.80	18.889	-.461	1.119	.551	.459
	Yes	67	56.34	18.873				
Egotistic	No	66	54.32	18.350	-.766	.304	.144	.705
	Yes	67	50.91	16.925				
Unruly	No	66	59.06	21.651	.247	-.599	.000	.993
	Yes	67	55.72	21.062				
Forceful	No	66	36.30	24.334	.751	-.025	.794	.375
	Yes	67	32.25	23.406				
Conforming	No	66	54.92	17.454	-.240	.931	3.466	.065
	Yes	67	53.18	13.319				
Oppositional	No	66	57.95	19.470	-.598	-.640	3.352	.069
	Yes	67	59.12	16.886				
Self-demeaning	No	66	40.61	22.830	.423	-.996	.064	.801
	Yes	67	43.06	22.176				
Borderline	No	66	39.82	22.479	.240	-.850	.917	.340
Tendency	Yes	67	40.93	21.419				
Identity Diffusion	No	66	50.26	21.555	.626	-.189	2.979	.087
	Yes	67	45.81	19.130				
Self-Devaluation	No	66	43.79	27.610	.561	-.654	.694	.406
	Yes	67	48.91	27.500				
Body disapproval	No	66	21.36	22.698	1.474	1.392	4.173	.043
	Yes	67	28.43	26.196				
Sexual Discomfort	No	66	56.92	16.856	.686	.880	1.518	.220
	Yes	67	61.25	20.373				
Peer Insecurity	No	66	49.82	24.144	.368	-.990	6.256	.014
	Yes	67	54.79	28.722				
Social Insensitivity	No	66	61.85	22.197	.250	-.251	.070	.792
	Yes	67	58.75	21.490				
Family Discord	No	66	62.42	17.929	-.259	-.639	.280	.598
	Yes	67	62.01	19.922				
Childhood Abuse	No	66	37.29	28.419	.738	-.660	2.139	.146
	Yes	67	45.46	30.010				
Eating Dysfunctions	No	66	17.76	16.064	1.328	1.185	.827	.365
	Yes	67	20.79	17.369				
Substance Abuse	No	66	44.26	28.627	.904	.210	1.649	.201
	Yes	67	40.36	26.308				
Delinquent	No	66	63.77	19.508	.425	-.116	.953	.331
Predisposition	Yes	67	59.81	22.611				
Impulsive	No	66	54.82	25.956	.138	-1.240	.004	.949
Propensity	Yes	67	56.67	26.064				

Anxious Feeling	No	66	66.50	23.442	.620	1.690	.004	.949
	Yes	67	69.13	24.824				
Depressive Affect	No	66	57.24	29.390	.085	-1.217	.074	.786
	Yes	67	57.15	29.384				
Suicidal Tendency	No	66	31.03	26.610	1.518	2.140	1.201	.275
	Yes	67	30.87	22.407				

At Exit, the independent samples t-test included 133 youth from the secure facility, with 67 who participated in the creative writing class and 66 who did not, and there were a greater number of subscales with non-normal distributions. These included Eating Dysfunctions (1.609, 2.220) and Suicidal Tendencies (1.847, 4.025). Additionally, Forceful (1.105, 1.089), Self-Devaluation (1.013, .458), Body Disapproval (1.474, 1.026), and Substance Abuse Proneness (1.090, .633) had non-normal distributions based on skewness but not kurtosis. Additionally, the assumption of homogeneity of variances was tested and satisfied for all the subscales except for the subscale of Desirability, $F(131) = 5.077, p = .026$. For this subscale, I will use the calculations for equal variance not assumed.

Table 19

Post-MACI Levene's Test for Equality of Variances

	Participation	N	M	SD	Skewness	Kurtosis	<i>F</i>	<i>p</i>
Disclosure	No	66	45.80	20.699	.001	-.312	.012	.912
	Yes	67	48.43	20.614				
Desirability	No	66	75.20	11.012	-.801	1.050	5.077	.026
	Yes	67	73.42	15.404				
Debasement	No	66	49.21	16.750	.878	.626	.536	.466
	Yes	67	51.84	18.611				
Introversion	No	66	46.61	17.686	-.068	.199	.446	.506
	Yes	67	47.15	15.854				
Inhibited	No	66	45.67	21.524	.404	-.536	.485	.487
	Yes	67	49.57	23.248				
Doleful	No	66	45.76	29.644	.431	-.927	1.333	.250
	Yes	67	47.96	27.338				

Submissive	No	66	61.52	15.174	-.616	1.118	.850	.358																																																																																																																																																																																																																																																		
	Yes	67	62.84	14.751					Dramatizing	No	66	63.47	14.707	-.538	.828	.291	.591	Yes	67	59.57	16.305	Egotistic	No	66	60.97	13.810	-.839	1.443	.567	.453	Yes	67	57.81	16.263	Unruly	No	66	58.89	18.931	.112	.092	.635	.427	Yes	67	57.43	18.702	Forceful	No	66	32.55	20.783	1.105	1.089	.491	.485	Yes	67	29.99	18.523	Conforming	No	66	60.47	15.743	.266	.489	.803	.372	Yes	67	60.85	17.078	Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000
Dramatizing	No	66	63.47	14.707	-.538	.828	.291	.591																																																																																																																																																																																																																																																		
	Yes	67	59.57	16.305					Egotistic	No	66	60.97	13.810	-.839	1.443	.567	.453	Yes	67	57.81	16.263	Unruly	No	66	58.89	18.931	.112	.092	.635	.427	Yes	67	57.43	18.702	Forceful	No	66	32.55	20.783	1.105	1.089	.491	.485	Yes	67	29.99	18.523	Conforming	No	66	60.47	15.743	.266	.489	.803	.372	Yes	67	60.85	17.078	Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197								
Egotistic	No	66	60.97	13.810	-.839	1.443	.567	.453																																																																																																																																																																																																																																																		
	Yes	67	57.81	16.263					Unruly	No	66	58.89	18.931	.112	.092	.635	.427	Yes	67	57.43	18.702	Forceful	No	66	32.55	20.783	1.105	1.089	.491	.485	Yes	67	29.99	18.523	Conforming	No	66	60.47	15.743	.266	.489	.803	.372	Yes	67	60.85	17.078	Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																					
Unruly	No	66	58.89	18.931	.112	.092	.635	.427																																																																																																																																																																																																																																																		
	Yes	67	57.43	18.702					Forceful	No	66	32.55	20.783	1.105	1.089	.491	.485	Yes	67	29.99	18.523	Conforming	No	66	60.47	15.743	.266	.489	.803	.372	Yes	67	60.85	17.078	Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																		
Forceful	No	66	32.55	20.783	1.105	1.089	.491	.485																																																																																																																																																																																																																																																		
	Yes	67	29.99	18.523					Conforming	No	66	60.47	15.743	.266	.489	.803	.372	Yes	67	60.85	17.078	Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																															
Conforming	No	66	60.47	15.743	.266	.489	.803	.372																																																																																																																																																																																																																																																		
	Yes	67	60.85	17.078					Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636	Yes	67	49.39	19.246	Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																												
Oppositional	No	66	52.21	19.249	-.031	-.940	.226	.636																																																																																																																																																																																																																																																		
	Yes	67	49.39	19.246					Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954	Yes	67	41.01	22.648	Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																									
Self-demeaning	No	66	36.92	22.031	.713	-.574	.003	.954																																																																																																																																																																																																																																																		
	Yes	67	41.01	22.648					Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114	Yes	67	37.10	23.271	Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																						
Borderline Tendency	No	66	34.86	18.754	.840	.532	2.533	.114																																																																																																																																																																																																																																																		
	Yes	67	37.10	23.271					Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599	Yes	67	39.63	17.398	Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																			
Identity Diffusion	No	66	39.92	17.631	.443	-.532	.277	.599																																																																																																																																																																																																																																																		
	Yes	67	39.63	17.398					Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485	Yes	67	40.69	25.729	Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																																
Self-Devaluation	No	66	33.52	22.933	1.013	.458	.491	.485																																																																																																																																																																																																																																																		
	Yes	67	40.69	25.729					Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091	Yes	67	25.12	20.386	Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																																													
Body disapproval	No	66	18.68	17.357	1.289	1.026	2.904	.091																																																																																																																																																																																																																																																		
	Yes	67	25.12	20.386					Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238	Yes	67	61.85	20.077	Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																																																										
Sexual Discomfort	No	66	60.71	17.471	.467	1.134	1.403	.238																																																																																																																																																																																																																																																		
	Yes	67	61.85	20.077					Peer Insecurity	No	66	46.11	22.434	.660	-.159	1.064	.304	Yes	67	49.90	24.493	Social Insensitivity	No	66	64.23	18.535	.078	.827	.811	.370	Yes	67	60.06	17.143	Family Discord	No	66	60.02	19.334	-.057	-.576	.724	.397	Yes	67	61.82	20.612	Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																																																																							
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	Yes	67	61.82	20.612					Childhood Abuse	No	66	36.85	28.085	.588	-.858	3.796	.054	Yes	67	48.28	31.154	Eating Dysfunctions	No	66	14.00	15.065	1.609	2.220	3.703	.056	Yes	67	19.15	16.733	Substance Abuse	No	66	40.64	25.901	1.090	.633	.061	.806	Yes	67	40.45	26.414	Delinquent Predisposition	No	66	65.59	18.349	-.012	.357	.000	.997	Yes	67	62.85	18.197																																																																																																																																																																																														
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	Yes	67	62.85	18.197																																																																																																																																																																																																																																																						

Impulsive Propensity	No	66	54.86	24.351	.262	-.818	.128	.721
	Yes	67	54.34	23.172				
Anxious Feeling	No	66	61.97	19.815	.107	.230	.029	.864
	Yes	67	67.57	20.416				
Depressive Affect	No	66	43.17	27.153	.450	-.862	.022	.882
	Yes	67	51.03	27.120				
Suicidal Tendency	No	66	21.18	17.453	1.847	4.025	2.563	.112
	Yes	67	29.91	22.257				

Lastly, when looking at the change in scores between intake and exit, converse to the previously discussed scores, the independent samples t-test included 130 youth from the secure facility, with 67 who participated in the creative writing class and 63 who did not. Out of the 30 subscales, only Suicidal Tendencies (.261, 3.355) had non-normally distributed data based on kurtosis. Additionally, the assumption of homogeneity of variances was tested and not satisfied for a large majority of the subscales. The only subscales that met the assumption were Debasement, Dolefulness, Oppositional, and Suicidal Tendencies. I used the calculations for equal variance not assumed for the remaining 26 subscales.

Table 20

Difference-MACI Levene's Test for Equality of Variances

	Participation	N	M	SD	Skewness	Kurtosis	F	p
Disclosure	No	63	4.59	21.071	.258	.585	6.081	.015
	Yes	67	4.84	28.642				
Desirability	No	63	-5.56	14.702	-.279	1.422	7.705	.006
	Yes	67	-4.25	22.226				
Debasement	No	63	5.71	20.175	.016	1.003	2.604	.109
	Yes	67	7.13	25.260				
Introversion	No	63	9.17	17.789	-.317	.571	8.760	.004
	Yes	67	8.07	26.389				
Inhibited	No	63	3.16	19.585	-.324	.793	15.018	.000
	Yes	67	.91	34.734				
Doleful	No	63	4.90	29.970	-.239	-.353	2.718	.102
	Yes	67	1.33	34.628				

Submissive	No	63	.37	16.158	-.023	-.314	6.776	.010
	Yes	67	-.40	20.864				
Dramatizing	No	63	-6.73	19.726	-.102	1.557	4.563	.035
	Yes	67	-3.22	25.515				
Egotistic	No	63	-5.71	17.217	-.181	1.208	8.681	.004
	Yes	67	-6.90	24.471				
Unruly	No	63	.03	16.667	-.109	-.093	29.417	.000
	Yes	67	-1.72	29.524				
Forceful	No	63	3.59	23.220	.189	1.461	7.162	.008
	Yes	67	2.27	32.519				
Conforming	No	63	-4.44	16.928	-.555	1.045	10.014	.002
	Yes	67	-7.67	23.930				
Oppositional	No	63	4.94	23.722	.070	-.218	1.404	.238
	Yes	67	9.73	23.970				
Self-demeaning	No	63	2.51	23.634	-.174	.503	6.035	.015
	Yes	67	2.04	32.802				
Borderline Tendency	No	63	3.86	21.001	-.269	.683	9.639	.002
	Yes	67	3.82	32.435				
Identity Diffusion	No	63	8.56	19.847	.429	.430	3.342	.070
	Yes	67	6.18	23.861				
Self-Devaluation	No	63	9.03	26.830	.198	1.088	7.074	.009
	Yes	67	8.22	37.741				
Body disapproval	No	63	1.68	25.923	.399	1.005	8.580	.004
	Yes	67	3.31	36.523				
Sexual Discomfort	No	63	-2.17	18.522	-.078	.320	10.379	.002
	Yes	67	-.60	28.436				
Peer Insecurity	No	63	3.14	24.207	.045	.436	12.791	.000
	Yes	67	4.90	39.019				
Social Insensitivity	No	63	-2.44	18.027	.448	.820	11.896	.001
	Yes	67	-1.31	29.815				
Family Discord	No	63	1.83	20.930	-.256	.182	9.722	.002
	Yes	67	.19	30.658				
Childhood Abuse	No	63	-.44	30.000	-.111	.138	11.272	.001
	Yes	67	-2.82	44.187				
Eating Dysfunctions	No	63	2.84	19.462	.276	1.453	4.392	.038
	Yes	67	1.64	24.320				
Substance Abuse	No	63	2.57	23.594	-.088	.922	17.985	.000
	Yes	67	-.09	37.649				
Delinquent Predisposition	No	63	-1.29	15.554	.432	1.174	13.656	.000
	Yes	67	-3.04	26.880				

Impulsive Propensity	No	63	-.71	23.470	-.091	-.298	13.396	.000
	Yes	67	2.33	36.848				
Anxious Feeling	No	63	4.71	20.869	-.077	.369	7.195	.008
	Yes	67	-.21	28.622				
Depressive Affect	No	63	12.49	26.134	-.047	.519	7.213	.008
	Yes	67	6.12	38.148				
Suicidal Tendency	No	63	7.94	23.693	.261	3.355	1.499	.223
	Yes	67	.96	28.511				

Using an alpha level of .05, an independent samples t-test was conducted to evaluate whether the subscale scores on the MACI differed significantly between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class and those who did not. The two groups did not differ on any of the 30 subscales at Intake, nor did they differ on their changes in score for the 30 subscales. However, there was a significant difference on two subscales at Exit: Childhood Abuse, $t(131) = -2.222, p = .028, d = 0.390$ and Suicidal Tendencies, $t(131) = -2.514, p = .013, d = 0.440$. The 95% confidence interval for the average subscale score for Childhood Abuse ranged from five to 115, with an overall average score of 42.61. The Suicidal Tendencies subscale had a minimum score of two, a maximum score of 118 and an overall average score of 42.61. A full list of the tables is displayed in the appendices.

Table 21*Millon Adolescent Clinical Inventory Independent Samples Significant t-test Results*

MACI Post-test	Did not Participate		Did participate		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Childhood Abuse	36.85	28.085	48.28	31.154	-2.222	.028	0.390
Suicidal Tendency	21.18	17.453	29.91	22.257	-2.514	.013	0.440

Psychopathy Checklist: Youth Version

Analytical Approach. I used an independent samples t-test to assess whether there was a difference in means on the overall scores of the PCL: YV for youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class from those who did not participate in the creative writing class.

Statistical Analysis. The Psychopathy Checklist: Youth Version (PCL: YV) is a 20-question, self-reported survey instrument that measures the interpersonal, affective, antisocial, and behavioral aspects of psychopathy in an individual between the ages of 12 and 18 (Forth et al., 2003). In reporting scores, the PCL: YV uses a sum of the 20 questions to indicate areas of struggle for youth that pertain to psychopathy. The PCL: YV is not a predictive or explanatory measure, however, it does provide ranges for low, medium, and high scores, which can be used to inform clinical decisions and treatment plan development. Youth who score between zero and 19 are deemed low, 20 to 29 are medium, and 30 and above are considered high.

In looking at the relationship of the initial and exiting traits and behaviors central to the construct of psychopathy of youth at the secure facility who enrolled in the creative writing class,

the traits and behavior difference formula is calculated by subtracting the pre-test PCL: YV sum score from the posttest PCL: YV sum score, which equals trait and behavior difference. The study design for the paired samples t-test includes the measures from each subject at pretest and posttest after participating in the creative writing class. I then used the results to determine if the difference was significant.

Research Question Six

Does the average overall score on the PCL: YV at Intake; Exit; and the difference between Intake and Exit scores differ between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class differ from those who did not participate in the creative writing class?

$H_0: \mu_{\text{PCL: YV Yes, Participation}} = \mu_{\text{PCL: YV No, Participation}}$

Null hypothesis: There is no significant difference between youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing class and those who did not participate on scores for the PCL: YV at Intake; Exit; and the difference between Intake and Exit scores.

$H_0: \mu_{\text{PCL: YV Yes, Participation}} \neq \mu_{\text{PCL: YV No, Participation}}$

Alternative hypothesis: There is a significant difference between youth adjudicated into a secure facility for illegal sexual behaviors who participated in a creative writing class and those who did not participate on scores for the PCL: YV at Intake; Exit; and the difference between Intake and Exit scores.

Dependent Variable. PCL: YV subscales at intake, exit, and the difference between the two scores.

Independent Variables. Participation in the creative writing class

Findings. The independent samples t-test included 135 youth from the secure facility at intake, with 67 who participated in the creative writing class and 68 who did not. The intake sum of the PCL: YV had a normal distribution, with a skewness between -1 and 1 and a kurtosis between -2 and 2. However, it did not meet the assumption of homogeneity of variances via Levene's *F* test, $F(131) = 10.158, p = .002$. I will use the calculations for equal variance not assumed.

At Exit, the independent samples t-test utilized 131 scores from the PCL: YV, with 63 who participated in the creative writing class and 68 who did not. The sum of the PCL: YV at exit did not have a normal distribution according to skewness, 1.107 but did for the acceptable range of kurtosis, 1.238. Furthermore, the data did not meet the assumption of homogeneity of variances per Levene's *F* test, $F(129) = 6.156, p = .014$. Due to the results of Levene's *F* test, I will use the calculations for equal variance not assumed.

Lastly, when looking at the change in sum scores of the PCL: YV between intake and exit, there are 126 scores available with 61 participating in the creative writing class and 65 not. Converse to the previously discussed scores, the data had a normal distribution (-.280, 1.550), and the assumption of homogeneity of variances was tested and satisfied via Levene's *F* test, $F(134) = 2.066, p = .153$.

Table 22

PCL: YV Levene's Test for Equality of Variances

	Participation	N	M	SD	<i>F</i>	<i>p</i>
Pre PCL: YV Sum	No	68	13.38	7.731	10.16	0.002
	Yes	67	11.91	5.449		
Post PCL: YV Sum	No	68	9.15	6.743	6.16	0.014
	Yes	63	7.95	4.998		
Difference in PCL: YV Sum	No	65	4.29	5.849	2.07	0.153
	Yes	61	4.02	7.645		

Using an alpha level of .05, an independent samples t-test was conducted to evaluate whether the sum scores of the PCL: YV at intake, exit, and the difference between the two scores differed significantly between youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class and those who did not. The test was not significant at intake, exit, or when looking at the difference between the two scores. Therefore, I fail to reject the null hypothesis.

Table 23

Psychopathy Checklist: Youth Version Independent Samples t-test Results

	Did not Participate		Did participate		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
PCL: YV Intake	13.38	7.731	11.91	5.449	1.280	.203
PCL: YV Exit	9.15	6.743	7.95	4.998	1.158	.249
PCL: YV Difference	4.29	4.02	4.02	7.645	.228	.820

Emotion Coding

Research Question Seven

What emotions are interpreted from the poetry written by youth adjudicated for their illegal sexual behaviors?

Analytical Approach. Through the use of emotion coding, I coded six published chapbooks which contained 107 poems written by youth adjudicated for their illegal sexual behaviors who participated in a creative writing class while in the secure facility between the years 2011 and 2016. Coding in qualitative research refers to the “procedure that disaggregates the data, breaks it down into manageable segments, and identifies or names those segments”

(Schwandt, 2015, p. 30). Using an a priori approach, I utilized the research and literature available to identify and focus my inquiry in an attempt to gain a greater understanding of youth with problematic sexual behaviors (YPSB) beyond the literature, in their own words through their poetry. More specifically, my response to the literature about the influence of a Callous-Unemotional (CU) trait on non-sexual and sexual offending led to the use of poetry, which is a natural medium for the processing and expression of emotion. Therefore, since this is considered secondary data and the motivation for exploring this data is to gain a greater understanding of the affect of YPSB, using the affective coding method of emotion coding, which allows for the researcher to infer the emotion of the participant (Saldaña, 2016) felt most appropriate. The poetry went through multiple rounds of emotion coding.

I coded the poetry two to three times during the process. First, I began by simply writing the emotions that I felt the writer was experiencing. However, I did not always use actual emotions. For example, I used codes such as “quiet,” “brutal,” “patient,” and others that are descriptive words but not emotions. Therefore, to ensure the use of actual emotions, I went through a second round of coding while consulting two different lists of emotions, which I have included in the appendix. I used The Ultimate List of Emotions (Davenport, 2017) for the first and second book, then switched to the List of Emotions (ESL Forums, 2019) for the books released between 2013 and 2016. The second list of emotions is less expansive, which allowed for a more efficient coding process. Lastly, when entering the codes into the codebook, I found myself refining the codes further, and I referred to The Ultimate List of Emotions since the lines I wrestled with needed a more specific or nuanced emotion. I coded the chapbooks in order of publication date, starting with the book released in 2011.

2011. The chapbook published in 2011 contained 12 poems and 80 lines of poetry. When coding this chapbook, I interpreted 48 different emotions. I used 29 of those 48 emotions one time, 12 emotions twice, three emotions four times, four emotions one time, five emotions once, and six emotions one time. One line of poetry did not receive an emotion code. The three most frequent emotions applied to the lines of poetry included Confident (6), Reflective (5), and Assured (4). Furthermore, I applied Admiration, Appreciation, Lively, and Proud three times each to various lines of poetry. See a full list of the emotions and frequency of the emotions in the appendices.

In one poem where a youth uses metaphor to compare himself to a creek, he states, “But if you study me long enough, you will see I am important to my surroundings.” I applied the emotion Confident because he seemed very sure that he is important to his environment. This line did not exude pride or arrogance because the writer balances his confidence with humility by acknowledging that it may take some work to see his importance. However, he assures the reader that it is there. Furthermore, this work is where I used three of the five reflective codes, as the writer uses the paths and location of the river to either acknowledge where he comes from or a time gone by:

I outline ridges
of old country towns.
I follow the edges
of winding back roads.
I flow over rocks
and deep into forests.

Lastly, like the other writer, an individual used metaphor to present the idea that love is money. Throughout the poem the writer builds his argument, and closes the poem by writing, “For love is a true value, a currency that’s always genuine.” I assigned this poem with the code of Assured. Although Assured and Confident are similar, when looking at the definition of Assured, “characterized by certainty or *security*” (Assured, n.d., emphasis added), the term security stands out to me. There is a security in being able to rely on love and believe that it is always genuine, and one could argue that it takes confidence in something to feel secure. However, this line in particular felt more like the writer was communicating a feeling of assurance and security and less like a confidence in.

2012. The chapbook published in 2012 contained 17 poems and 98 lines of poetry. When coding this chapbook, I interpreted 47 different emotions. I used 26 of those 47 emotions one time, 12 emotions twice, three emotions three times, four emotions six times, five emotions one time, and six emotions once. Five lines of poetry did not receive an emotion code. I coded Awe six times and Sad five times, while Overwhelmed, Loved, Grateful, Fear, Content, and Happy got coded four times each. See a full list of the emotions and frequency of the emotions in the appendices. I used the emotion code of Awe six times within the 2012 chapbook. I applied four of those six codes to lines of poetry that pertain to nature. For example, in a poem titled “Winter...” the opening line describes the winter skies “clear as a diamond.” Another writer imagines his valley peace and saying about the flowers that inhabit it, “You look at them, wonder where such beauty came from, and you decide it could only come from God.” Alternately to applying Awe to lines of poetry about nature, one individual wrote about the passing of his grandmother and described a supernatural experience of him and his father seeing a ball of light enter her. I coded two of the lines in that poem as Awe. The next emotion coded the most is Sad.

I coded five lines of poetry with the emotion Sad. In one poem, an individual recounts physical abuse from his dad and leaving to live at his grandmother's house. There are many lines in this poem that are coded with emotions like Sorrow, Anxiety, and Anger, but there are two lines I coded as Sad. One takes place after the writer tells his grandmother about the abuse, "At lunch I told her, and she cried like I had." The first obvious indicator for coding this as Sad for me was the crying, but I also thought about the weight a person feels when sharing something difficult. Yes, there can be relief in disclosing a difficult experience, but there is also a weight and responsibility a person can feel when someone takes on a burden with you. The next example of a line I coded as Sad comes from a poem titled, "My Cemetery of Sorrow." The line says, "The flowers in my cemetery of sorrow are so beautiful, and when visitors bring others, they share the beauty and their tears." Like the line in the previous poem referenced, the indicator for me was the sharing of tears. There is relief and support, but it is through the feeling of sadness.

2013. The chapbook published in 2013 contained 23 poems and 126 lines of poetry. When coding this chapbook, I interpreted 56 different emotions. I used 31 of those 47 emotions one time, 10 emotions twice, three emotions eight times, four emotions five times, and six emotions twice. Twenty-four lines of poetry did not receive an emotion code. I coded Determined and Confident six times each. Additionally, I coded Anxious, Grateful, Regret, Overwhelmed, and Sad four times each to various lines of poetry. See a full list of the emotions and frequency of the emotions in the appendices.

One poem in which the writer compared himself to a knight received two of the six codes of Confident. He uses analogies to discuss his armor, heart, hand, vision, and hearing. The two lines I labeled Confident followed each other and read:

My heart is like an eagle that's ready
to fly against any strong current of air.
My hand is like a sword, fast and strong,
ready to devastate an enemy.

The last parts of each line led me towards the feeling of confidence, i.e., the ability to fly against any strong current and devastate an enemy. There is confidence in his ability to overcome. In another poem, an individual uses metaphor to say that he is a sequoia tree. The first line states, "I am a sequoia, bigger and taller than trees around me." Although being bigger and taller than others can make an individual feel insecure because they are always standing out, the writer seems to take this as point of pride and self-assurance. In addition to Confident, six lines of poetry also received the code Determined.

In a poem about moving on from your past, a writer discusses how he never turns around when he walks. He only looks forward because there is nothing behind him. I coded three lines in his poem with Determined, but the two that I feel most capture the emotion are the lines that state, "All the time I'm walking, I never turn around. I try not to live for tomorrow, only for today." The writer is making the choice to move forward and not look behind him. It takes resolve to follow through with that, and the writer seems to feel determined to make it happen.

2014. The chapbook published in 2014 contained 12 poems and 105 lines of poetry. When coding this chapbook, I interpreted 45 different emotions. I used 23 of those 45 emotions one time, 11 emotions twice, three emotions three times, four emotions four times, five emotions three times, and seven emotions once. Twenty-one lines of poetry did not receive an emotion code. The most frequently used codes included Sad (7), Powerful (5), Overwhelmed (5), and Dejected (5). See a full list of the emotions and frequency of the emotions in the appendices.

In the opening poem of the chapbook released in 2014, the writer describes his universe using similes to compare himself to the sun, moon, black holes, and planets. The emotions interpreted in the poem include Joyful, Angry, Hurt, and Sad. In the middle of the poem he writes, “My life is like a black hole, always dark and lonely.” Although an individual can feel lonely, I believe the sadness is a result of the loneliness. Furthermore, I just felt sad while reading it, which led to coding it that way. Two additional lines that I coded as Sad come from a poem where a youth writes about his city. In the poem he discusses the trash on the streets and violence in his community. The two lines I applied Sad to follow each other and say,

I come from where the glow of the city and its historic meaning
is what outsiders see when all I see is where so many bodies laid.

I come from where seeing cold death eyes
is more a memory than having a father’s touch.

The youth is discussing the trauma of seeing dead bodies and how much more common it is than a father being present. This poem did not read as the writer being proud of his city, somewhat disappointed, but also just stating these experiences as fact. However, in stating these experiences, these lines in particular felt sad, like the writer was sad that this is true of his city. In addition to Sad, three different emotions got coded five times each within this chapbook.

The emotions Powerful, Overwhelmed, and Dejected each got coded five times in the 2014 codebook. All the codes for Powerful come from a poem that a student writes using metaphor comparing himself to the rain, and specifically the “cold, hard pouring rain.” The lines I coded as Powerful come from the writer’s ability. For example, he writes, “I can flood your streets...I come and go, sometimes before you can react. I bring wind and ice by surprise.” Again, these speak to the writer’s ability, that he has the power to do these things. The last line that I coded as

Powerful in the poem was, “When I am through with my downpour of war I can leave a rainbow, a bright symbol of peace.” Again, it is the writer’s power in being able to bring a symbol of peace. Conversely, I feel must point out that the symbol of peace comes when the “downpour of war” is gone. Although I am not sure how much the writer actually identifies with rain, it is interesting that the aspects of rain that he writes about are not necessarily the positive ones. Next, in one exercise a student imagines the emotion of anger as a car. Two of the codes for Overwhelmed come from this poem, and one of the lines states, “I stomp down on the clutch, trying to hold my anger back, but the clutch pops and the tires start squealing and burn.” The line within this section that stood out as the writer feeling overwhelmed was his attempt to hold back his anger and not being able to. The car started going anyway, and later in the poem, the car of anger crashes. Lastly, in a writing exercise where you write 20 questions, a writer chose to explore his mother’s separation from the family through death, suicide, substance abuse, or some other means. I interpreted a gamut of very difficult emotions such as resentment, sorrow, betrayal, confusion, and dejection. I coded two of the questions that the writer asked his mom as dejected, because of the association of dispirited and downcast with the definition (Dejected, n.d.). The writer asked, “Was it my fault?...Do you see how it has destroyed me now?” These two questions feel very deflating. No matter the cause of separation, it has very obviously left a lot of pain on this youth’s life.

2015. The chapbook published in 2015 contained 21 poems and 180 lines of poetry. When coding this chapbook, I interpreted 47 different emotions. I used 17 of those 47 emotions one time, eight emotions twice, three emotions eight times, four emotions seven times, five emotions twice, and I coded a single emotion seven, eight, 10, 19 and 26 times. Fifteen lines of poetry did not receive an emotion code. I coded Sorrowful 25 times, Curious 19, Dejected 10,

Sad 8, and Desperate 7. See a full list of the emotions and frequency of the emotions in the appendices.

A poem titled, “Death Hurts People We Love,” received four of the 25 codes for Sorrowful. In the poem, the writer explores how death affects the people around us, and specifically the pain that other people feel in response to our pain. In the closing lines of the poem, the youth writes,

It hurts friends just as badly as our family,
hurts them to see our family cry.
It makes them sad to see a once loving child
of theirs be put six feet under the cold, hard ground,
never again to make a sound.

It is unclear whether the youth is exploring the death of a friend or family member who passed away, potentially both, or if he is thinking about how his own death would affect the ones around him. Regardless, he is discussing the grief that accompanies death and how it affects other people. He could be processing grief or grieving how his actions have affected others. One writer took a more direct approach to discussing his own personal experience with death as he discussed the passing of his grandad. I applied Sorrowful to three lines of this poem, with one line talking about how he “broke down in tears” the moment he found out. The final line of the poem explores the writer at the viewing, seeing his grandad for the last time, “...and that is all that I remember of my grandad.” In this last line, the writer seems to be processing his own grief and grieving the fact that this is one of his strongest memories of his grandad. Another major emotion in this chapbook is Curious.

As mentioned in a previous section, there is a writing exercise that the youth do where they write a poem using 20 questions. Four of the 21 poems in this chapbook are this type of poem, and all but one of the lines coded as Curious come from these three of these poems. The topics in the question-based poems include conversations with the writer's mom while he is at the secure facility, conversation with a grandmother who passed away, and the killing of a friend or family member. Due to the content of the poems, many of them included codes of Sorrowful, Anger, Resentful, and Curious. The writer who used conversations with his mom as inspiration wrote from his own perspective for half of the poem and from his mom's perspective for the second half. Some of the questions that he posed were very emotional. The writer opened the poem by asking, "Why did Dad leave us?" while other lines that I coded as Curious included "Where are we moving to? Do I have to change schools? Are there neighbors where we are moving to?" Similarly, the writer included lines that were deeper and some that just inferred curiosity such as his mom asking "What are they feeding you? ...How are you doing in school?" It is a unique approach to this exercise that I think gives a snapshot of what it is like being on both sides of the adjudication experience. Another writer used the same approach to help him process the passing of his grandmother.

One student used the question-based exercise to ask his grandma questions he was never able to. This poem had more codes of Grateful, Sad, and Regret, but also included questions of Curiosity. In the first line of the poem, the writer asks his grandma, "Grandma, how come people don't know what I see in your face?" He also asks, "How come when I cry I hear you coming?" Like the previous writer, this individual wrote the second half of the poem from someone else's point of view. His grandma's. The questions he writes from her perspective are sometimes sad but also hopeful. One question she poses simply says, "Once you leave Mt. Meigs, when people

ask, what will you say?" I coded this as Curious because the writer seems to feel this would be a question his grandma would ask if she was alive. The last poem like this did not take the approach of including another voice but only his own as he processed grief. One of the four lines in the poem that I coded as Curious were the opening line, "Where are you now?" The writer never discloses his relationship to the person, but the person's death affected the writer. Other questions coded as curious included "Did your life flash before your eyes? ... Did you commit a crime?" Often there is a great deal of uncertainty in the unexpected passing of someone. This writer is using that experience as inspiration and using the exercise to process the grief.

2016. The chapbook published in 2016 contained 22 poems and 188 lines of poetry. When coding this chapbook, I interpreted 72 different emotions. I used 33 of those 47 emotions one time, 15 emotions twice, three emotions eight times, four emotions eight times, five emotions four times, six emotions twice, eight emotions once, and 10 emotions once. Nineteen lines of poetry did not receive an emotion code. I coded Frustrated 10 times, while I coded Loved eight times. Additionally, I coded Critical and Overwhelmed six times. See a full list of the emotions and frequency of the emotions in the appendices.

Frustrated is the most frequently coded emotion in this chapbook. Three of the 10 codes come from a poem about the writer trying to wrestle, suppress, and overcome his fears. In his attempts to suppress the fears, they continue to survive,

I try to suffocate them but it's as if they have straws

sticking up out of the sand.

They keep coming back like ants at a Bar-B-Q.

I continually throw sand on top,

but it is like the straws keep growing longer.

I coded all these lines with the emotion Frustrated, because his method of suppressing the fears is not working. In the final line of the poem, he realizes that he must face the fears in order to overcome them. Thematically like this poem, one writer used the 20 questions exercise to question fear. The emotions coded in this poem included Curious, Skeptical, Critical, and others. I coded three additional lines from this poem as Frustrated where the writer asked: “Why are you always around?” “What is your purpose for people?” and “Why do I see you everywhere?” The writer is expressing an annoyance with fear and its constant presence in his life. Conversely to Frustrated, and some of the other more challenging emotions that the writers expressed in these poems, Love is the next most frequently used emotion code.

How and in what moments people feel loved varies. One writer recounted a cold, early morning before school when he was seven and his dad let him sit in his lap and drive his truck. In the last two lines of the poem, you find out that the writer and his brother separated from their father by the Department of Human Resources for an undisclosed reason. Yet, as he reflects on that morning, he writes, “Now sixteen and fourteen is just a number, but Dad is my father, and that day when I held the wheel felt like I had love in my hands.” Not only because of the mention of the word love did I code this line as Loved, however, it did influence my decision. In addition to that factor, I also considered the writer holding on to this memory despite the reasons for their separation, a happy memory, one where he felt special and loved by his dad. Another line of poetry that I coded as Loved comes from a poem where a writer is exploring his relationship with his brother. The writer uses similes to describe his brother’s traits, explores memories they had together, and writes about things he likes about his brother. The last line says, “It’s certain things we do together and we will never forget each other.” I interpreted the writer feeling loved because of the confidence and assurance in the relationship that he has with his brother.

Although I could be wrong, I believe the writer is talking about forgetting because he is in the secure facility. However, he could be referring to other undisclosed circumstances not included in the poem. Regardless, he seems to be holding on to this relationship and it is a source of comfort for him while he is in the secure facility.

Focused Coding

Research Question Eight

What positive and negative emotions do youth adjudicated for illegal sexual behaviors use to explore self, relationships, and experiences through their poetry?

Analytical Approach. I coded six published chapbooks which contained 107 poems written by youth adjudicated for their illegal sexual behaviors who participated in a creative writing class while in the secure facility between the years 2011 and 2016. The results of the first round of emotion coding resulted in 692 coded lines of poetry and 142 different emotion codes. Following the coding and refinement of the emotion list, I implored a second round of coding. According to Saldaña (2016), the purpose of conducting a second coding cycle is to emphasize aspects of the qualitative data in order to produce “categories, themes, and concepts, grasping meaning, and/or building theory” (p. 9). In this vein, Focus Coding is a method of coding applied after the first cycle in order to establish categories based on the significance or frequency of codes created or which emerge in the initial round. Therefore, I used Focus Coding to denote the Emotion Codes into a positive or negative category.

Taking a large amount of data, reducing it, and still maintaining the character and semblance of the original data is challenging. However, it is one of the most important practices in research, especially in qualitative work. You must maintain the integrity of the original story while taking others on a journey to see what you have seen. Therefore, I want it to be abundantly

clear that I do not take 142 emotions and place them in the dichotomous grouping of “Positive” and “Negative” lightly or without great intentionality. First, it is an obvious statement to say that we as individuals have positive and negative emotions, however, understanding what I mean by that terminology is important. Cohn and Frederickson (2009) refer to positive emotions as, “pleasant or desirable situation responses” (p. 13) that are different from a pleasurable sensation. The authors further assert that these responses typically take place in an environment that is safe or controlled. Conversely, negative emotions tend to be more difficult and can be painful (Lyness, D., 2017). Therefore, using the term positive and negative is not to say good or bad. Simply put, positive emotions are easier to manage and experience than negative emotions, and both are beneficial (Cohn & Frederickson, 2009). Next, following in these definitions of positive and negative emotions, my reason for such great reduction is to further highlight the writer’s experiences and the processing of those emotions through poetry. Positive emotions in the current study included the writer feeling Assured, Confident, Grateful, Proud, and other emotions, while Overwhelmed, Lonely, Resentful, and Sorrowful are examples of negative emotions.

Findings. I coded six published chapbooks which contained 107 poems written by youth adjudicated for their illegal sexual behaviors who participated in a creative writing class while in the secure facility between the years 2011 and 2016. The 777 lines of poetry made up the 107 poems. Of those 777 lines of poetry, 85 did not receive an emotion code. The remaining 692 lines of poetry encompassed 141 different emotions which were coded into groups of Positive or Negative Emotions. Out of the 141 coded emotions, 83 coded as Negative (58.87%) and 58 coded as Positive (41.13%). When breaking down the total 692 coded lines of poetry the numbers are somewhat similar, with 317 (40.80%) coded as Positive and 375 (48.26%) as

Negative. The approximately 11% remaining are the 85 non-coded lines of poetry. As it is human nature to not be static but dynamic, many of the poems did not solely present positive or negative emotions.

Dynamic. Humans are complex, with the capability of feeling great and diverse emotions. The youth's writings reflect this, because although they may predominantly express and explore either negative or positive emotions, typically both are present in the same poem. For instance, in a poem where the writer is exploring his feelings about his room and the facility, he writes, "To pass through its threshold is like entering Death Valley with only a lone dagger." Later, once he actually entered into the room, he felt like "a lost soul wondering [sic] in the dark passageways." The writer closes the poem that makes it seem as if he is resolved to face what is before him, stating "there is but one exit, and it is only for those who can bare the heat." I coded four of the six lines with the Negative Emotions Revolted, Overwhelmed, Terror, and Remorse. I coded the other two lines as Awe and Determined. Similarly, in a poem where the writer uses metaphor to compare himself to a dragon, I coded a mixture of positive and negative emotions.

Metaphor is a powerful writing tool, and readers gain insight into the feelings and perspective of the writer in a unique way by what they choose to compare themselves to. One youth wrote, "I am a dragon, strong, fierce, but also gentle." This duality is present throughout the poem as the writer seems to feel misunderstood, writing "I am thought to be dangerous, but I am relatively friendly" and later, "I may sound dangerous but I am not." He does acknowledge the positive symbolism of good luck and wealth associated with dragons, and how "In China people wear me as a costume." Without further consultation with the writer, it is unclear if or what aspects himself he is presenting in these lines. However, complexity and desire for understanding do seem to be present. I coded the seven of the nine lines of poetry with Positive

Emotions: Powerful three times, Appreciated twice, Confident, and Loved. One of the remaining lines of poetry did not get coded, and the other line I coded as Annoyed, which I coded as a Negative Emotion. In a very different poem, we read as a writer uses poetry for advocacy.

Not only are we as individuals complex in our emotions, we are also complex in the causes that we care for and use our voice to highlight. In one poem that truly is unique to the whole series coded for this project, one writer uses his poem to express his love for the ocean and for us as a people to take care of it. He starts by describing the “magnificent ocean” as “brimming and teeming with life” with a wide array of creatures that are “living peacefully together.” The writer then switches his tone and asserts that the ocean “needs to be cleaned of the junk humans have left behind.” He closes by writing, “A magnificent ocean it will always be with sparkling waters. So let us save the magnificent oceans of the world.” This poem contained seven lines of poetry, which all received an initial emotion code, with five Positive (Awe twice, Content, Certain, and Determined) and two Negative (Frustration and Desperate). Despite this dynamic being present, there are poems that solely express and explore Negative or Positive emotions.

Negative. Some experiences in life are simply difficult. Even if you are hopeful about the outcome, when we are in the thick of a situation it can be hard to see if there is a way out. In the midst of that, the emotions we feel can be more challenging or even painful to feel. One writer explores “Death’s Whisper,” referring to the slow creep of death that takes away motivation, stays a constant reminder, and compels the desire to give in. The four lines of this poem I coded as Fatigued, Troubled, Overwhelmed, and Intimidated, and all these are coded in the Negative Emotions category. It is possible that “Death’s Whisper” is the way the writer views depression as it takes his “motivation for perseverance” and how the “whisper seduces your thoughts and

slowly takes over like a time-killing day dream.” Another writer used metaphor to explore the actual emotion of anger and compared it to arson.

According to a writer, the flames of anger “engulf our internal self,” “fog your mind,” and in the wake of anger are “burnt trees toppling over innocent people, crushing their hopes and dreams to the ground.” Finally, “In the end all that is left is ash from the burnt ruins of your past.” This writer has obviously had a negative experience with anger that has not only affected him, but he sees how his anger has affected other people. This poem has seven lines, all in the category of Negative Emotions. This included Overwhelmed twice, Confused, Panic, Sad, and Regret twice. Lastly, in a poem that I personally found to be powerful, the writer chronicles his literal journey to the secure facility.

Going to a secure facility is a life changing experience. For some the change is good, while others experience greater setbacks. However, before any change can occur, the individual must get to the facility. One writer explored his journey to the facility, and just the ride itself left him feeling exhausted like he sprinted almost 80 miles between his home county and the facility. He writes that he was “thrown into a cell that reeked of urine and vomit. The paint was peeling off the walls like dead skin.” He laid on the “cold concrete bed” with a “thin white sheet” that would not keep him warm, and as he laid on the bed, he thought about “what had just been taken from me.” I posited that this final line coincides with the title of the poem, “Freedom and Family” referring to what he had taken away. In this very trying experience, we gain insight into the very real experience that so many kids go through. The Negative Emotions that I coded in this poem include Exhausted, Reluctance, Despair three times, Disgust, Sad, and Uncomfortable. Like experiences that bring about solely negative emotions, there are experiences that solely manifest positive emotions.

Positive. Relationships have the potential for harm and benefit. A parental relationship holds particular weight in our lives, because the relationship sets the foundation for our future relationships. As we have seen in previous sections, some of the participants did not have great experiences with their parents due to abuse, abandonment, substance abuse or a plethora of other reasons, and they used poetry as a way to process those relationships. Conversely, poetry provides the writer an avenue to explore positive aspects of relationships as well. One youth created a poem titled “Writing My Mom,” where he used metaphors and similes to write about aspects of his mom that he liked. Although somewhat comical, the writer seems to express respect for his mom’s perseverance as he wrote, “She is short as a midget, trying all her life to grasp what’s out of reach.” Additionally, he recalls her voice which is “like a wind echoing in the rain forest where beautiful creatures reside.” This is not to infer he does not have struggles with his mom, but this relationship is a strong source of support for the writer. The Positive Emotions I coded in this poem included Delighted, Awe, Content, and Proud. In the previous section, I discussed a poem where the writer explored his ride and introduction to the secure facility. In another poem, a writer discusses his time at the facility, and specifically his love for the library.

As is clear in many of the poems, the kids who end up in the secure facility do not typically come from the most supportive or stable environments. Therefore, when they come to the facility, the structure provides them with something that they have been lacking. One writer found this solace in the library of the secure facility as he “felt this kind of power” when he first stepped in. He seemed enamored by the books on the shelves and how they “emanated a poise,” and he “understood the grace used when it was placed upon the shelf.” The writer knew “this would be my home...my only comfort zone,” and he is “glad that this is my new home for a time

because I am where I want to be.” One line where the author named the two librarians did not receive a code, but the remaining five lines I coded with the Positive Emotions Empowered, Awe twice, Saved, and Grateful. Beyond relationships, the youth also used the poetry class to explore feelings.

One of the writing prompts given in the creative writing class is to write about an emotion as if it were a person. For this exercise, one participant chose to write a poem about love, describing what it does and its abilities. The poem opens stating that, “Love walks into a war zone turning guns into flowers and tanks into gleaming monuments of peace.” Furthermore, love inspires “friendship and brotherhood” and embraces hate “dissipating it into mere ashes.” The writer feels that love is powerful, seemingly able to overcome any circumstance, hardship, or enemy. Furthermore, he feels a personal connection to love through his faith, writing that “Love embraces me like Yahweh, excepting [*sic*] me into his domain of peace, free from pain of the earthly world.” This writer is able to describe love, what it looks like to him and what it does, as a verb, which is a knowledge that can transcend the writing class. The poem consisted of five lines of poetry, each receiving a Positive Emotion code. The emotions are Peaceful, Joy, Strong, Focused, and Loved.

Pearson’s Correlation Coefficient

Research Question Nine

What is the correlation between the number of Negative or Positive emotions coded and post-measure scores?

Hypothesis Nine. There is no significant relationship between the number of Positive or Negative emotions coded from poetry written by youth adjudicated into a secure facility for

illegal sexual behaviors who participated in a creative writing class and the scores for the MACI at exit.

Dependent Variable. MACI Subscale Scores at Exit; PCL: YV Sum Score at Exit

Independent Variables. Number of Positive and Negative Emotions Coded

Analytical Approach. I used a Pearson Correlation Coefficient to assess whether there was a relationship between the number of Positive and Negative Emotions coded from the poetry written by youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class and their MACI subscale and PCL: YV subscale scores at exit.

Findings. There are 80 different authors who wrote the 107 poems published in the chapbooks. Of those, the secure facility was unable to link six of the authors to their measure scores based on their initials. In addition to these six, additional data were missing or removed because there was no data in the quantitative dataset, they were in the dataset but not the poetry, their entry and exit dates in the facility equated negative days, or they had an incorrect exit date. The final subsample of individuals whose data could be connected to their poetry equaled 63 participants across the six chapbooks. Based on the focused coding findings, I generated a dataset for the youth which included the number of positive and negative emotions for each of the 63 youth. On average, I interpreted 3.52 Positive Emotions ($SD = 3.66$) and 4.78 Negative Emotions ($SD = 4.92$).

MACI. Using an alpha level of .05, I conducted a Pearson's Correlation Coefficient to examine whether there is a relationship between the subscale scores on the MACI at exit and the positive and negative emotions coded from the poetry written by youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class. First, when

assessing the correlation for Positive Emotions to the subscales, Anxious Feelings and Submissive both had a positive correlation. The subscale Anxious Feelings had a stronger, positive relationship, $r(62) = .451, p < .001$, than Submissive, $r(62) = .312, p < .013$. Next, Dramatizing, Egotistic, Unruly, Social Insensitivity, Substance Abuse, and Delinquent Predisposition all had an inverse relationship with Positive Emotions. Unruly had the strongest, negative relationship, $r(62) = -.395, p < .001$, followed by Dramatizing, $r(62) = -.337, p < .007$, Egotistic, $r(62) = -.335, p = .007$, Social Insensitivity $r(62) = -.324, p = .009$, Delinquent Predisposition $r(62) = -.273, p = .030$, and Substance Abuse, $r(62) = -.249, p = .049$. Lastly, Sexual Discomfort is the only subscale to have a significant correlation to Negative Emotions. The relationship is positive, $r(62) = .353, p = .004$. Scatterplots in Figures 4.1 – 4.9 summarize the findings. Overall, the results indicate a relationship between the increases in Positive Emotions and the increases in anxious feelings and submission, and decreases in unruliness, dramatizing, egotism, social insensitivity, delinquent predisposition, and substance abuse. Additionally, an increase in Negative Emotions increases an individual’s sexual discomfort.

Table 24

Pearson Product-Moment Correlations of the Positive and Negative Emotions Coded with the MACI at exit.

	Positive Emotions ^a	Negative Emotions ^b
Post-Submissive scale	.312*	-
Post-Dramatizing scale	-.337**	-
Post-Egotistic scale	-.335**	-

Post-Unruly scale	-.395**	-
Post-Social Insensitivity	-.324**	-
Post-Substance Abuse	-.249*	-
Post-Delinquent Predisposition	-.273*	-
Post-Anxious Feeling	.451**	-
Post-Sexual Discomfort	-	.353**

Note. MACI = Millon Adolescent Clinical Inventory

a n = 63. b n = 63.

* p < .05. ** p < .01. *** p < .001.

PCL: YV. Using an alpha level of .05, I calculated a Pearson's Correlation Coefficient to examine whether there is a relationship between the sum score of the PCL: YV at exit and the positive and negative emotions coded from the poetry written by youth adjudicated into a secure facility for their illegal sexual behaviors who participated in a creative writing class. The correlation for Positive Emotions and Sum Scale score was not significant, $r(62) = -.026$, $p = .848$, nor was Negative Emotions, $r(62) = .176$, $p = .183$.

Table 25

Pearson Product-Moment Correlations of the Positive and Negative Emotions Coded with the PCL: YV at exit.

	Positive Emotions ^a	Negative Emotions ^b
PCL: YV Sum Score	-.026	.176

Note. PCL: YV = Psychopathy Checklist: Youth Version

a n = 63. b n = 63.

* p <.05. ** p <.01. *** p <.001.

Figure 4.1

Relationship Between the Number of Positive Emotions Expressed and the Anxious Feeling Subscale at Exit

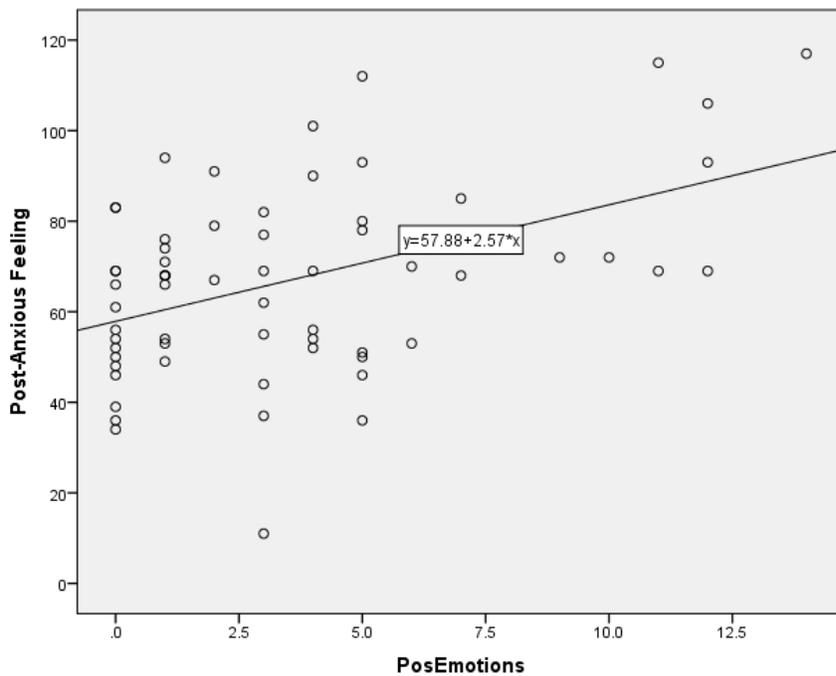


Figure 4.2

Relationship Between the Number of Positive Emotions Expressed and the Submissive Subscale at Exit

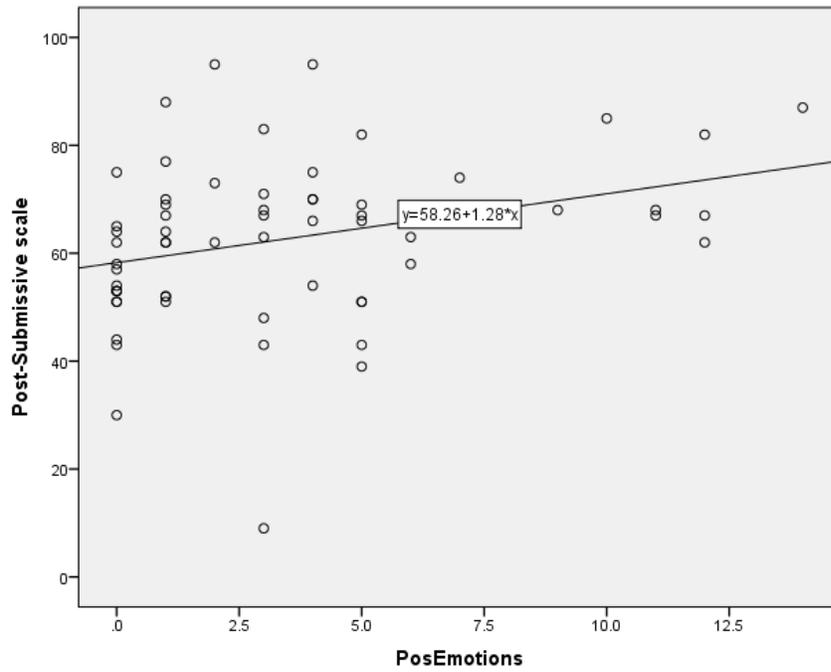


Figure 4.3

Relationship Between the Number of Positive Emotions Expressed and the Dramatizing Subscale at Exit

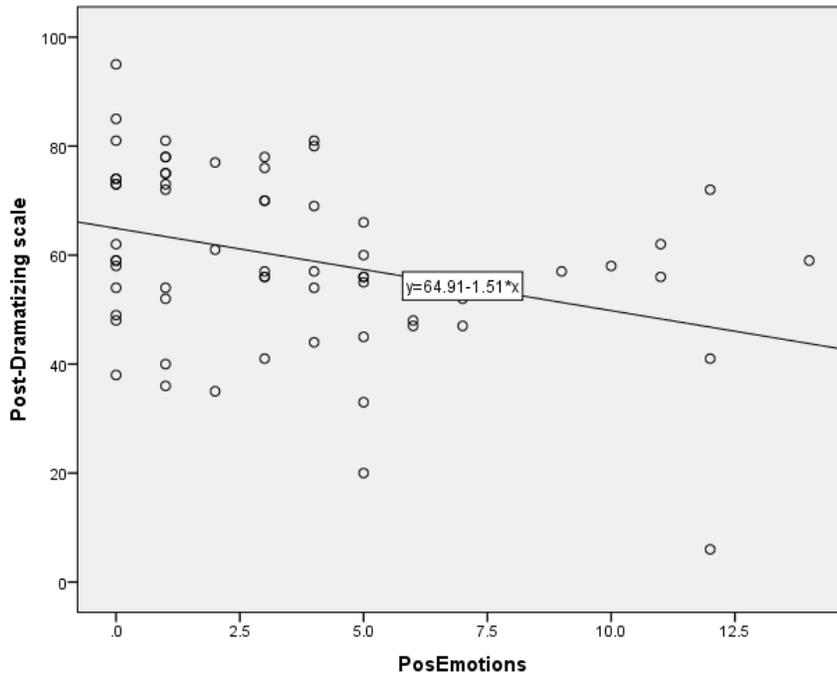


Figure 4.4

Relationship Between the Number of Positive Emotions Expressed and the Egotistic Subscale at Exit

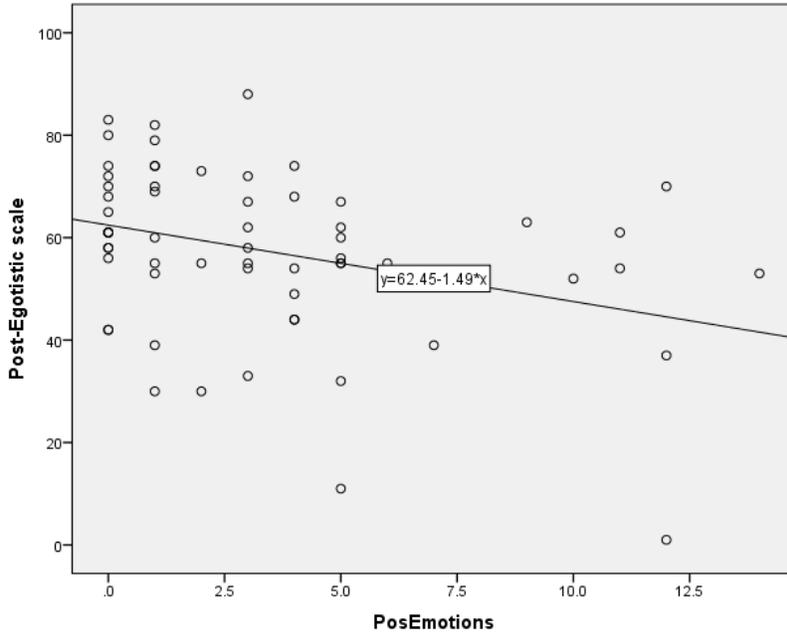


Figure 4.5

Relationship Between the Number of Positive Emotions Expressed and the Unruly Subscale at Exit

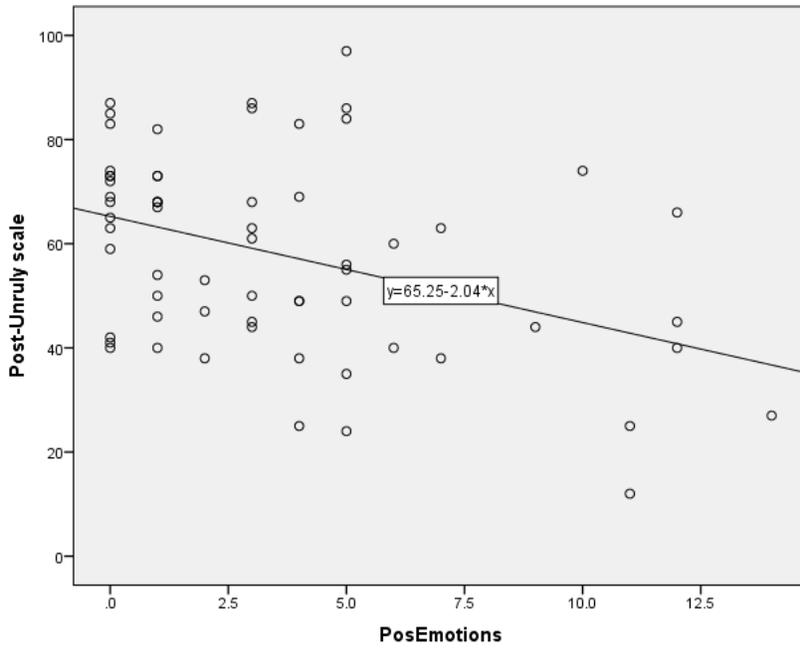


Figure 4.6

Relationship Between the Number of Positive Emotions Expressed and the Social Insensitivity Subscale at Exit

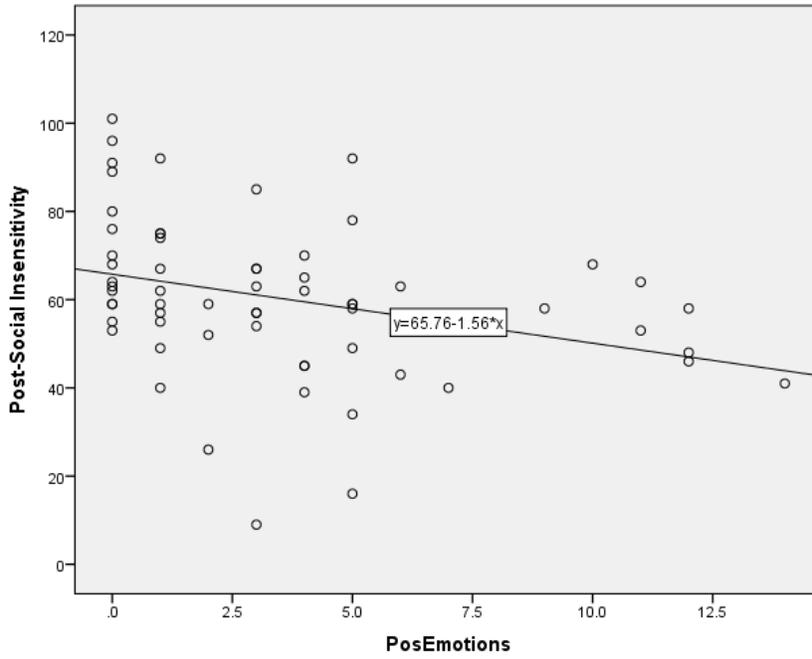


Figure 4.7

Relationship Between the Number of Positive Emotions Expressed and the Substance Abuse Proneness Subscale at Exit

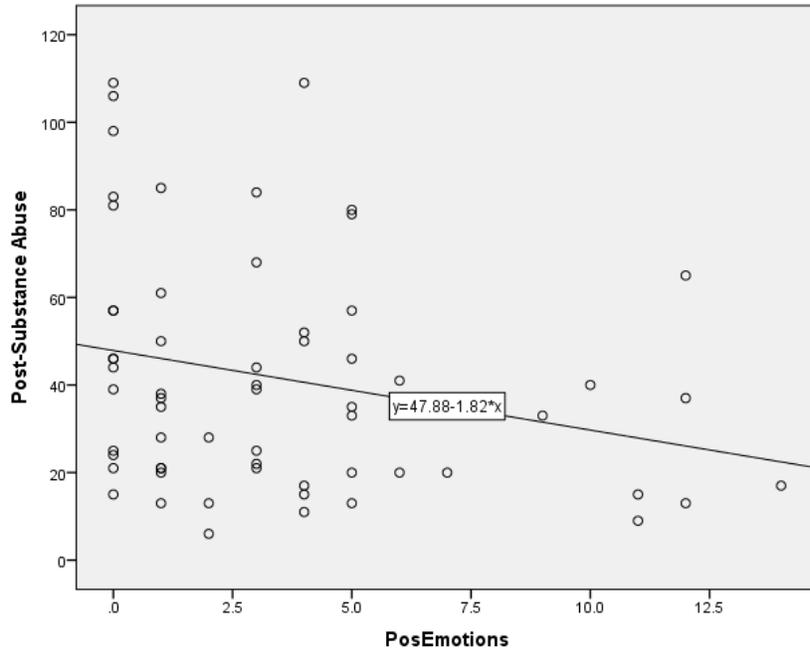


Figure 4.8

Relationship Between the Number of Positive Emotions Expressed and the Delinquent Predisposition Subscale at Exit

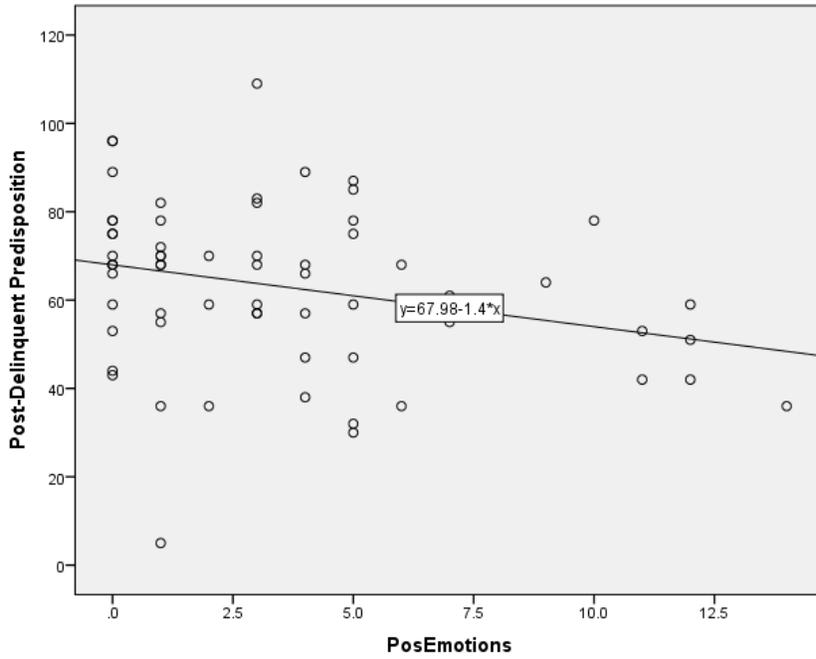
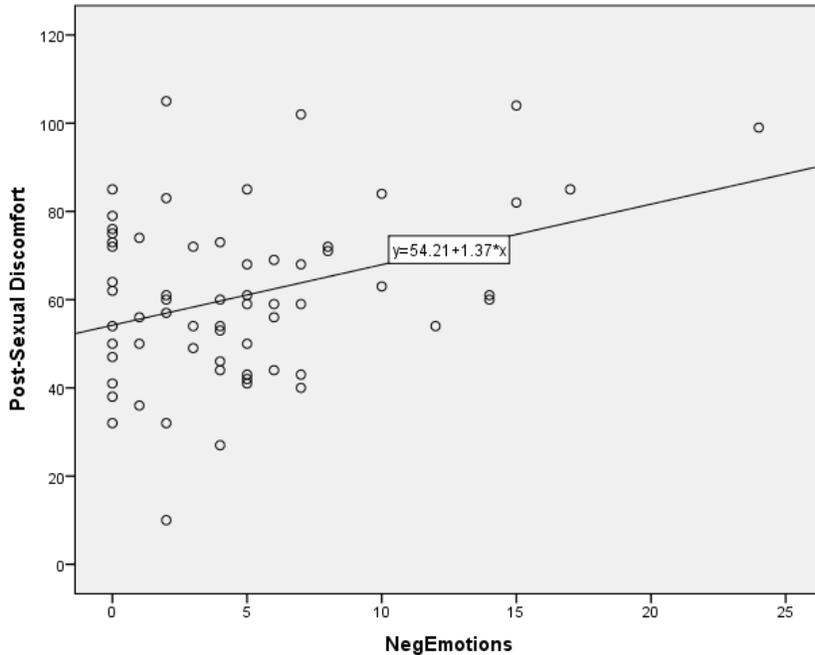


Figure 4.9

Relationship Between the Number of Negative Emotions Expressed and the Sexual Discomfort Subscale at Exit



Summary of Chapter Four

Chapter Four provided information relative to the research hypotheses and overall purpose of the study. There were 167 participants included in the quantitative data, 107 poems for the qualitative data, and 63 participants for the mixed methods portion of the study. The variation of particular interest in this study was participation in the creative writing class while adjudicated into a secure facility. I used the empirical research collected through the reported measure scores on the MACI and PCL: YV to compare differences between the two groups, while the poetry served to gain greater understanding into the youth who did participate in the creative writing class. The two data sources coincided to answer the mixed methods question. Based on the outcomes of the data, there are not great differences between those who participate in the creative writing class and those who do not. However, we can gain greater insight into the

participants experiences prior to and while at the facility through their poetry. Through the coding process, there are greater negative emotions interpreted from the poetry than positive emotions, with the type of emotion expressed having a relationship with particular subscale outcomes. Chapter Five will provide implications for this research and suggestions for future research.

CHAPTER FIVE: DISCUSSION

“Well I have zipped up my emotions into this dusty duffle bag that I have aptly named poetry...”

-Jason “Propaganda” Petty, Artist, Poet, Activist

Chapter five provides an interpretation of the findings of this mixed methods research design study. The intent of this study was to explore the affect of youth adjudicated into a secure facility for their illegal sexual behaviors, assess the effectiveness of participating in a creative writing class, and gain a greater understanding of the population through engagement with their poetry. This chapter discusses the results of the study, as well as an interpretation of the findings, limitations of the study, implications for practice, and recommendations for future research. This mixed methods research study utilized secondary quantitative and qualitative data to explore the affect of youth adjudicated into a secure facility for their illegal sexual behaviors and to assess how participation in a creative writing class while in the secure facility affected certain constructs assessed via standardized measure scores. Previous literature indicated the influence of a Callous-Unemotional trait on sexual offending behaviors but had not explored the actual emotions of these individuals. Therefore, this research study was designed to: *(1) explore the emotions being expressed by youth adjudicated for illegal sexual behaviors (YAISB) through their poetry, which is written in a creative writing class; (2) examine whether participating in the creative writing class was associated with changes in interpersonal and antisocial behaviors, affect, self-identity, and behavioral patterns; and (3) assess the possibility of poetry enhancing the interpretation of changes in data.*

Both quantitative and qualitative approaches were used to explore data collected via the Millon Adolescent Clinical Inventory (MACI), Hare Psychopathic Checklist: Youth Version (PCL: YV), and published poetry written by youth adjudicated into a secure facility for their

illegal sexual behaviors who participated in a creative writing class while in the secure facility. More than one third (79.6%) of all the participants reported low scores on the PCL: YV during intake, and this number increased to 87.6% at exit indicating low levels of traits and behaviors central to the construct of psychopathy. Similarly, many subscales at intake and exit indicated no scores within a clinically significant range, with only two subscales demonstrating clinical significance between the two groups. Although the self-reported measures did not illustrate great psychological, affective, or behavioral issues, the emotions interpreted, topics explored, and self-identity does warrant further exploration.

The qualitative Interpretive Phenomenological Analysis approach was used to explore the affect of youth adjudicated into a secure facility for their illegal sexual behaviors and assist in answering the research question. The use of Emotion and Focused Coding on the published poetry written by these individuals served to provide insight into their affect expression. The poetry was used as data in order to gain greater understanding into the writers and their experiences beyond what previous research presents and the damaging labels that youth with problematic sexual behaviors (YPSB) receive from society.

Finally, in the mixed methods portion of the study, I utilized the findings from the focused coding to assess for a relationship between the number of Positive or Negative Emotions interpreted and outcome scores on the PCL: YV and MACI. There was not a relationship between number of emotions expressed and the exit scores for the PCL: YV. However, for the MACI, results showed a relationship between the increases in Positive Emotions and the increases in the MACI Anxious Feelings and Submission subscales, as well as the decreases in Unruliness, Dramatizing, Egotism, Social Insensitivity, Delinquent Predisposition, and

Substance Abuse Proneness. Additionally, an increase in Negative Emotions increases an individual's sexual discomfort.

Findings from this mixed methods study suggest that there are not great differences between those who participated in the creative writing class and those who did not, which is not entirely surprising given that the creative writing class is an adjunct to the central therapeutic interventions available within the secure facility. First, the research does not indicate adverse outcomes from participation, which is important when examining pseudo-interventions or activities supporting therapeutic outcomes. Next, the changes seen across both groups seem to be indicative of the environment at the facility, while some differences on measures of affect and behavior do exist between the two groups. The poetry was integral to supporting the interpretation of the analysis of the measures because it provided additional information for many of the changes of scores that would not have been otherwise explainable. Finally, the mixing of the two results provided surprising outcomes that indicated that the expressing of Positive Emotions had greater correlation to reducing subscale scores than Negative Emotions.

Interpretation of Findings

Change influenced by time within the facility

According to Clark (2014), one of the essential characteristics of juvenile detention includes a restricted environment. Two of the four subscales on the MACI with significant changes for both groups in the study demonstrate the influence of the environment at the secure facility: Introversion and Conforming. First, when in a secure facility, it is unlikely to have very much alone time. Regardless of preference, an individual does not have much choice in whether they get to be alone because they typically have a roommate or are in rooms with multiple bunkbeds; bathroom and shower facilities are less private; and there is always a guard or camera

observing the youth. Therefore, it might be natural, due to the environment, that an individual's introvert-related behaviors would decrease, because they are never or rarely alone. Similarly, a secure facility is structured around conforming to the rules and standards, and there are consequences or rewards depending on adherence to them. Zoetl (2018), asserted that improper types of autonomy are what lead to a youth going to a secure facility. Therefore, the responsibility of teaching proper autonomy is placed on custody centers. The influence of the environment and standards reflects this through the significant increase in conforming behaviors. Furthermore, the structure of the environment also influences internal growth.

Figure 5.1

Pre- and Post-test Scores on the MACI Introversion Subscale

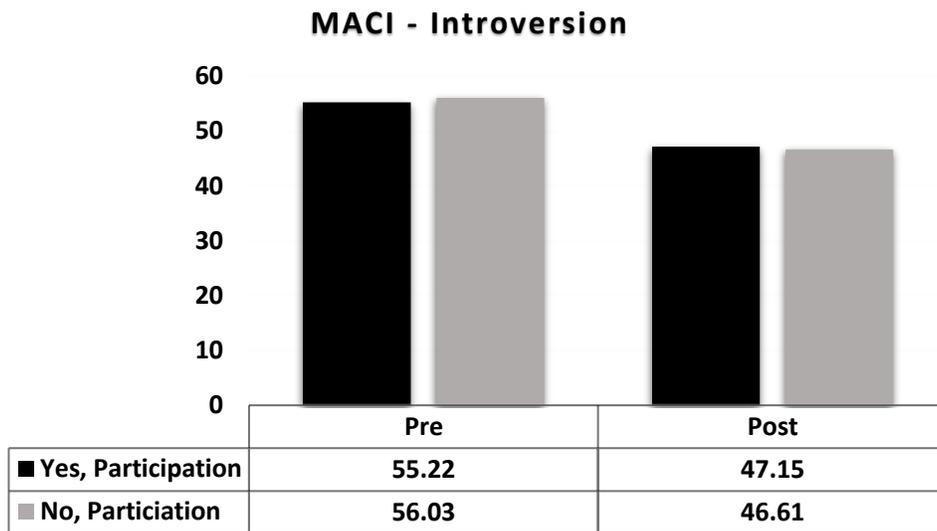
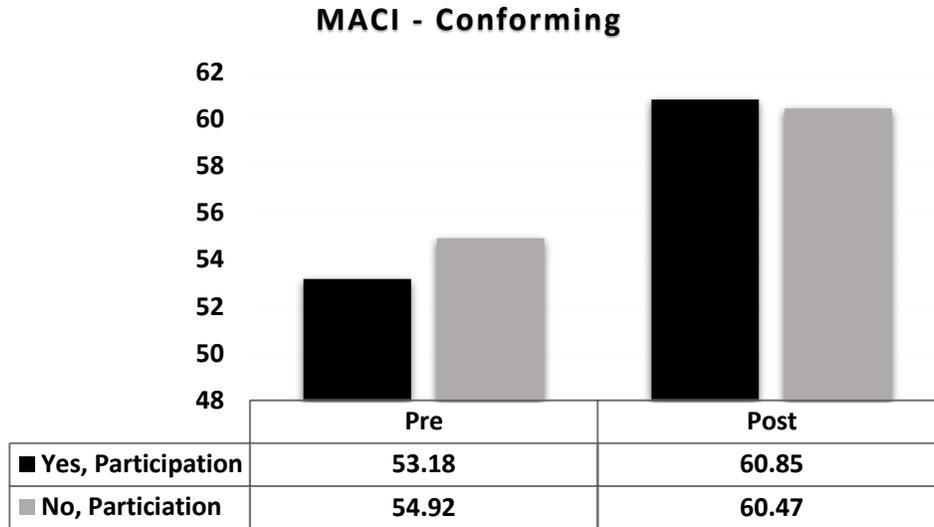


Figure 5.2

Pre- and Post-test Scores on the MACI Conforming Subscale



Comfort (2012) conducted interviews with three individuals released from prison 12 – 15 months prior to the interviews. The article frames the idea of prison as a shaping institution, meaning that for individuals who are minorities, poor, and especially a combination of the two, as opposed to attending college or joining the military, prisons are shaping emerging adulthood. The participants acknowledged a troubled upbringing where addiction and absent parents were present. This led to acts of survival which were illegal. However, according to the participants who were interviewed, prison “saved my life” and served as “a wake up call” (p. 311). The narrative presented by Comfort reflects many of the youth in this study as they reported various types of abuse, substance use, and separation from parents or family members through their poetry and survey responses. However, by removing the individual from the chaotic environment and providing them with a stable one, self-reflection and personal development was able to flourish. The significant increase observed in this study in Egotistic and significant decrease in Identity Diffusion reflect this by showing personal and developmental growth. According to

Millon and colleagues (2006), Identity Diffusion refers to the time of adolescence that demands exploration of self, others, and beliefs, while Egotistic assesses self-reliance due to belief in one’s knowledge or abilities and decreased views of others. Although those who did not participate in the creative writing class had an overall average score within the possible presence of traits the domain level (60-74), the structure provided by the facility in aiding the participants to meet developmentally appropriate milestones.

Figure 5.3

Pre- and Post-test Scores for the MACI Identity Diffusion Subscale

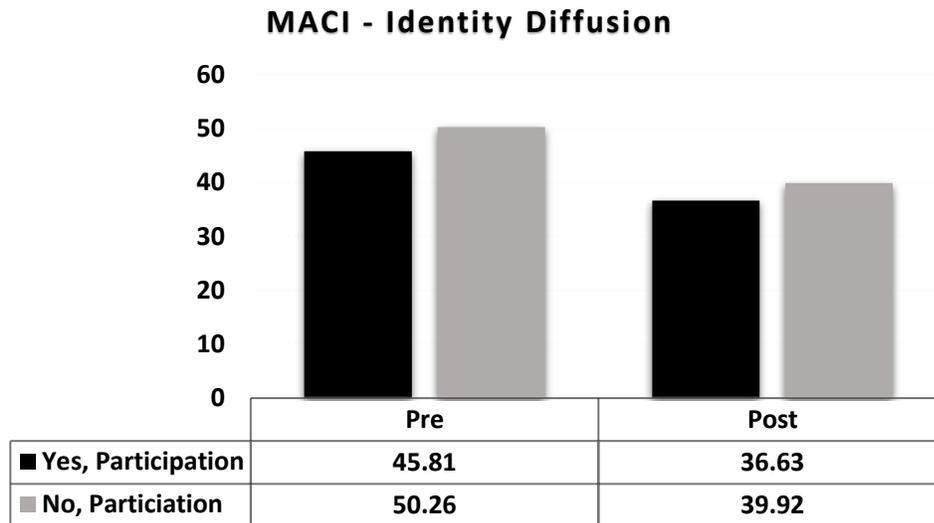
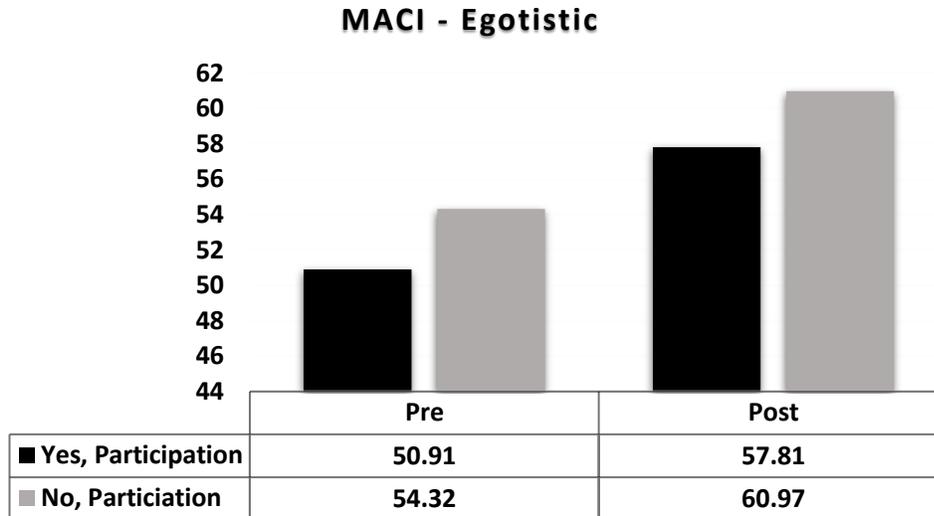


Figure 5.4

Pre- and Post-test Scores for the MACI Egotistic Subscale



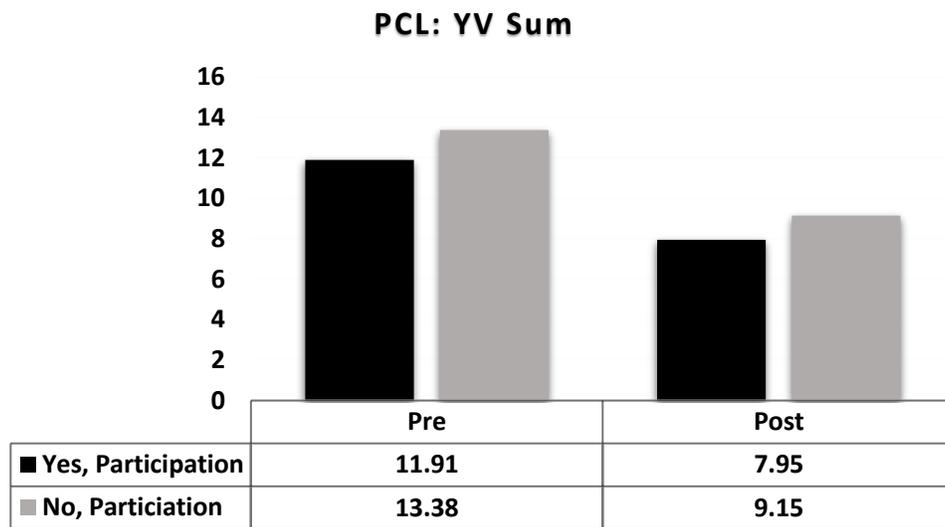
Callous Unemotional Trait, Behavior, and Affect

The Callous-Unemotional (CU) trait is a significant marker of psychopathy and refers to “a lack of empathy and guilt, failure to put forth effort on important tasks, [and] shallow and deficient emotions” (Frick et al., 2014, p. 3). Research shows a relationship between the CU trait and sexual offending behaviors for youth (Lawing et al., 2010; Daversa & Knight, 2008; Sims & Sims-Knight, 2004; Caputo et al., 1999). Due to the engagement and exploration of emotions typically done through poetry, I assumed that those who participated in the creative writing class would have greater decreases in traits and behaviors central to the construct of psychopathy as measured by the PCL: YV. However, there were very similar decreases, with those not participating having slightly greater average decreases ($M = 4.439$, $M = 4.127$). Despite the greater decrease, those who did not participate in the creative writing class had an overall higher score at intake and exit compared to those who did participate. Research has indicated a connection between the CU trait and offending and problematic behaviors (Hanson et al., 2015;

Pullman & Seto, 2012), which may influence inclusion in the creative writing class. Facility staff selecting participants may not ask those youth with greater levels of psychopathy indicators to take part in the creative writing class because of the youths’ struggles with problematic conduct and behaviors within the facility. Other subscale outcomes on the MACI bear this out.

Figure 5.5

Pre- and Post-test Sum Scores for the PCL: YV



As referenced earlier, the two groups had similar outcomes on the MACI for Introversion, Conforming, Identity Diffusion, and Egotistic. However, they varied on the Oppositional and Dramatizing behavioral subscales. Millon and colleagues (2006) assert that those with Oppositional personality patterns struggle with disappointment while moving between obeying and acting out, with behaviors that present as an “erratic pattern of explosive anger or stubbornness intermingled with guilt and shame” (p. 12). Based on the study by Ellis et al. (2020), I assumed that individuals who did participate would have better behavioral outcomes because they are using poetry to process more negative emotions and experiences. The current study bore out this assumption, finding that those who participated in the creative writing class

had almost twice as much of a decrease (9.731 compared to 4.937) of oppositional tendencies as measure by the MACI. This is in line with what other research identified about creative writing classes in that it gives students the time to process and explore their experiences, emotions, and self, which is shown to result in better physical and behavioral outcomes (Ford et al., 2018; Armenta et al., 2017; Kearns et al., & Gidycz, 2010). This is further confirmed by the significant increase in Dramatizing by youth who did not participate in the creative writing class, which refers to an overt, active seeking of approval from others through their behaviors due to a “fear of genuine autonomy and a need for repeated signs of acceptance and approval” (Millon et al., 2006, p. 9). This subscale had an overall an overall average score (63.87) within “possible presence of traits at the domain level” for those who did not participate. In addition to differences in behaviors, there were differences in affect that are cause for inquiry.

Figure 5.6

Pre- and Post-test Scores for the MACI Oppositional Subscale

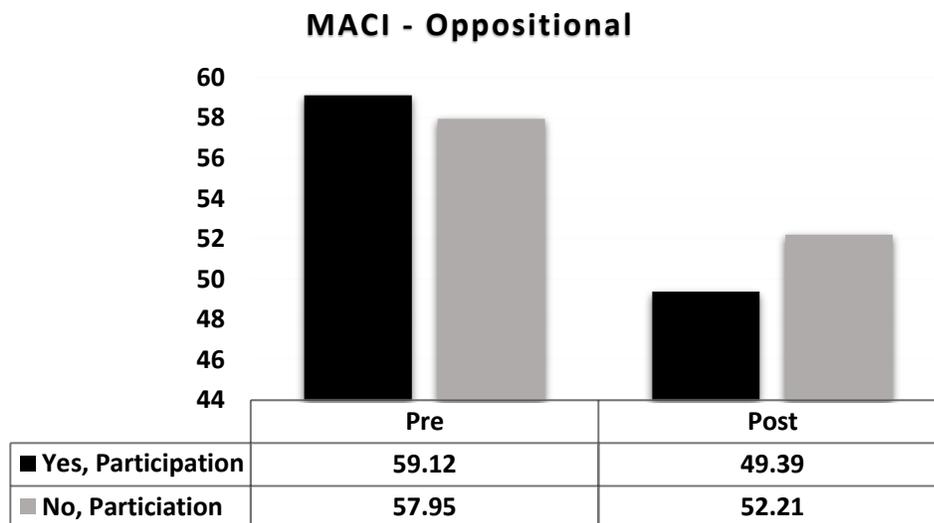
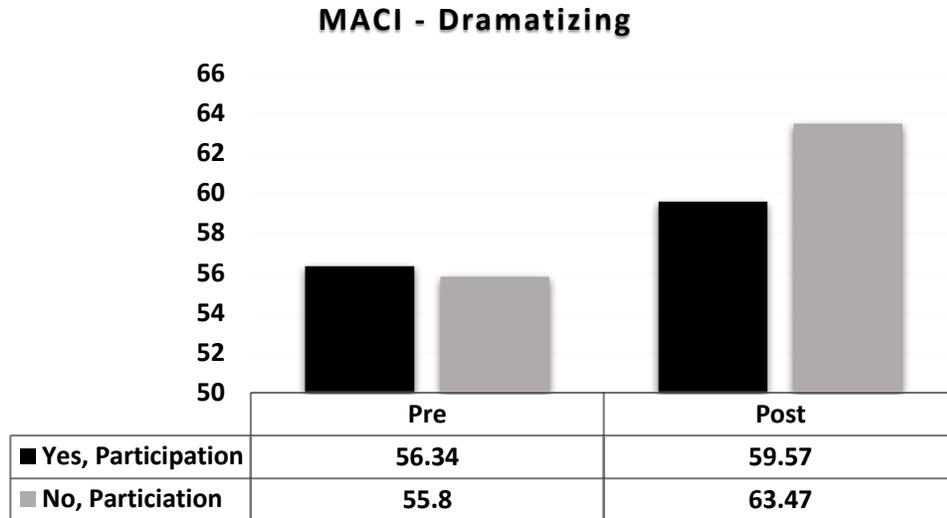


Figure 5.7

Pre- and Post-test Scores for the MACI Dramatizing Subscale



There are two specific subscales on the MACI that pertain to affect: Anxious Feelings and Depressive Affect. Due to the emotional nature of poetry and the focus on it in this study, as well as the influence of these emotions on everyday life, it is important to discuss the outcomes and differences on these subscales between the two groups. On both subscales, those who did not participate in the creative writing class saw greater decreases and had lower overall scores at exit. Both groups ended within “possible presence of traits at the domain level” for Anxious Feelings. Similarly, both groups were below this score threshold for Depressive Affect. Although I was surprised by this at first, after reconsidering the literature and interpreted emotions from the poetry, it made much more sense. First, research and scholars have discussed using poetry to explore and process difficult experiences and emotions (Orr, 2010; Furman, 2007; Stein, 2004). Next, Anxious, Overwhelmed, Sad, and Sorrowful were four of the most frequent emotions coded in the qualitative data, collectively making up 103 of the 692 codes (14.88%). Therefore, if students are delving more into these emotions while they are processing them, representing the

decrease, they are more acutely aware of them, explaining the lesser decrease compared to those who did not participate in the creative writing class. Despite the decrease for both groups on the Anxious Feelings and Depressive Affect subscales, additional therapeutic intervention may be necessary for those who participate in the creative writing class to reach similar gains.

Figure 5.8

Pre- and Post-test Scores for the MACI Anxious Feelings Subscale

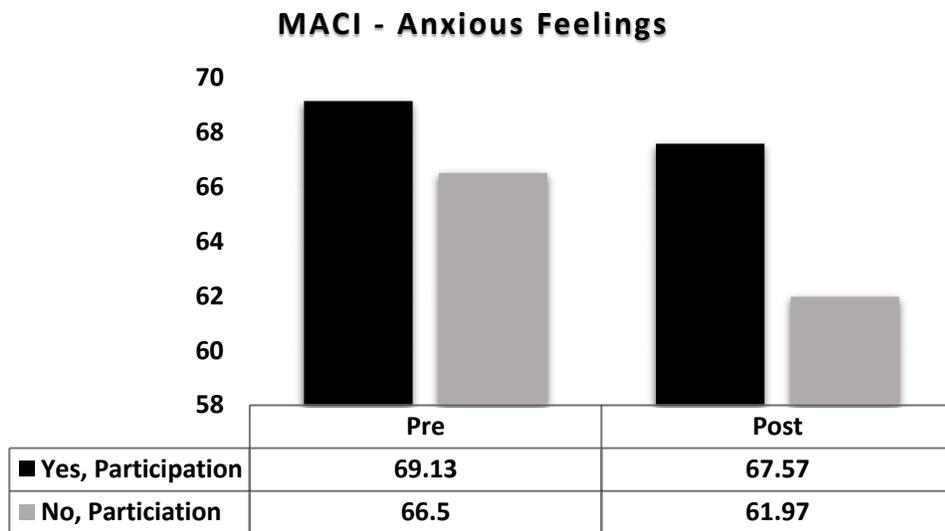
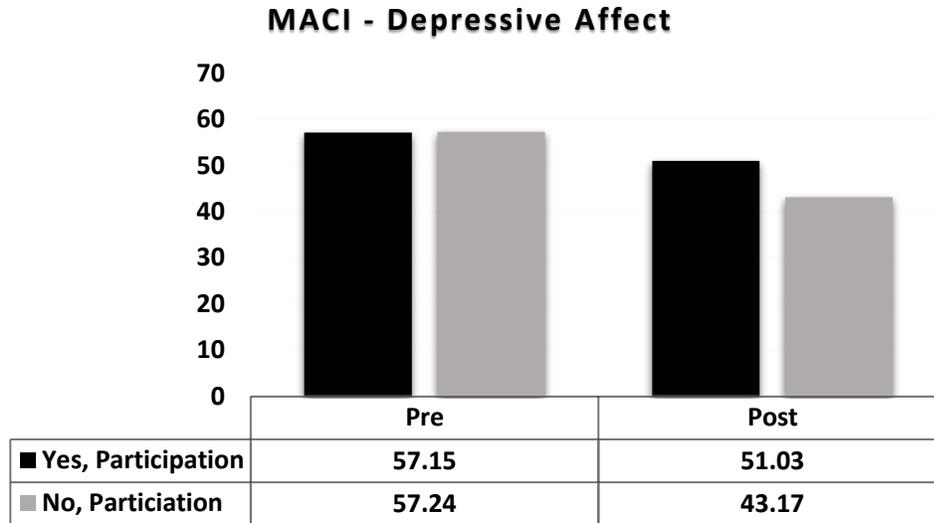


Figure 5.9

Pre- and Post-test Scores for the MACI Depressive Affect Subscale



In conclusion, there were few significant differences in outcomes between those who participated in the creative writing class and those who did not on the standardized MACI and PCL: YV measures. However, as a researcher, I am able to gain greater insight into the scale measures because poetry is vulnerable work that allows for the expression of what is hidden inside (Downey, 2016; Fitzpatrick, 2012; Schwartz, 1994). Through it, I gained insight into the writer's exploration of self; grief due the loss of friends and family members through death; separation from parents due to drugs, abuse and other undisclosed reasons; expression of love for a partner; treasured relationships with parents and grandparents; and various other personal topics. The data from this mixed methods research study included results that can assist with an understanding of how a creative writing class can be beneficial to youth adjudicated into a secure facility for their illegal sexual behaviors, and how engaging with the poetry broadens the scope of insight into the measure scores and more importantly the youth themselves.

Strengths and Limitations of the Study

There are many studies that use the arts with youth and adults who are adjudicated into a secure facility. However, this study is uncommon in that it solely focuses on youth adjudicated into a secure facility for their illegal sexual behaviors. In addition to a unique focus, this research administered a qualitative method of inquiry that is in its infancy. Saldaña (personal communication, May 18, 2017) acknowledged he had not read about the application of Emotion Coding in this way. Furthermore, the only journal article utilizing it is being published later this year (see Ellis et al., 2020). Due to the lack of exploration surrounding the approach, research is still assessing the reliability of it. Conversely, using an innovative approach allowed for unique exploration into this previously unexplored aspect of YPSB. Additionally, the method granted access to the youth without disrupting the processes at the secure facility for the youth or the workers. However, this may be considered a limitation because of the inability to apply member checking to the study, which refers to the process of, “soliciting feedback from respondents on a researcher’s findings” (Schwandt, 2015, p. 195).

The utilization of secondary data in qualitative research presents limitations, and challenges some of the standards set for the methodology. One of those standards is the idea of member checking and viewing the interviewees as the experts of their experience (Knapik, 2006), which some research asserts increases trustworthiness by decreasing researcher bias and other elements that effect the trustworthiness of a study (Oktay, 2012). In the current study, there were great barriers to the possibility of accessing the voice of the writers beyond including their poetry in the research. Furthermore, despite this being a standard, some challenge the appropriateness of member checking for certain methodological (Carlson, 2010) and philosophical perspectives such as Heideggerian Phenomenology because it challenges some of the ideas of interpretivism (McConnell-Henry et al., 2011). Regardless of the applicability of

member checking, it was not feasible for the current study and therefore was not employed. Another limitation to this study is the lack of generalizability of the findings.

Although generalizability is not necessarily a goal of qualitative research, it is in quantitative research. As a result of the sample size in the quantitative portion of this study, the application of these findings to all youth adjudicated to a secure facility for their illegal sexual behaviors would be unsuitable. Furthermore, the findings of the mixed methods portion are very specific to those youth who participate in the creative writing class. There are aspects of the findings that can be used for comparison or to build other research upon, yet, the findings on their own are not generalizable to youth adjudicated to a secure facility for their illegal sexual behaviors who participated in a creative writing class while in the secure facility. In addition to generalizability, there are also limitations of secondary data.

Using secondary data has great benefits and disadvantages. One of the disadvantages it presents for the current study is that the facility did not collect the data with the research questions or hypotheses of the current study in mind (Cheng & Phillips, 2014). This presents multiple problems. First, it is possible that there are greater differences between those who participated in the creative writing class and those who did not. However, the MACI and PCL: YV may not be the best measures for identifying those differences. Next, there are missing and mislabeled demographic data that would have been beneficial to establish group equivalency and potentially influence interpretation. Lastly, there was not great diversity represented in the study. Non-white participants made up 42.34% of the total sample but only 28.57% of those who participated in the creative writing class. However, I utilized the data available to me because of the benefits of accessibility, as well as the time and cost advantages. Additionally, the use of secondary, qualitative data allows for other researchers to access the dataset and conduct their

own analysis, which increases the trustworthiness of the findings and allows for further replication of the study.

Implications for Social Work

Society and research consider youth to be a vulnerable population. However, this view does not seem to transcend into the justice system. In an opinion piece for the Washington Post, Linda Collier, a lawyer, stated, “So as far as I can see, the next step is clear: Children who knowingly engage in adult conduct and adult crimes should automatically be subject to adult rules and adult prison time” (1998, para. 16). There have been calls for reform to the juvenile justice system and the practice of trying children as adults (Sago, 2017; Scialabba, 2016), but the idea of viewing children convicted of crimes as different already permeates society. In addition to the struggle of being labeled as a criminal, youth who are convicted of sex-related crimes face an additional label and are “the lepers of the criminal justice system” (U.S. House of Representatives, 2007). There is a stigma that exists for youth with problematic sexual behaviors (YPSB) that leads to a dehumanization, which negatively effects individual’s beliefs of how they should be treated (Viki et al., 2012). As an ethical principle and pillar of the social work profession, we are called to fight injustice and “pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people” (National Association of Social Workers, 2017). Furthermore, we respect and believe in the inherent dignity and worth of the individual and “seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.” I believe that poetry is an avenue to take steps towards justice and the restoration of the dignity and worth of YPSB. Additionally, it has the potential to reshape perception and be beneficial at all levels of the social work profession.

Micro, Mezzo, and Macro Practice

Social work as a profession operates at the individual, group, community, and policy levels. In order to provide greater context for the implications of this study to Social Work Practice, I drew on additional literature beyond what is found in the literature review. Micro level work is often the most thought of aspect of social work practice, and poetry fits very well in this avenue of the profession. First, there is a whole field of practice dedicated to Poetry Therapy which was pioneered by social work professional, Nicholas Mazza, and focuses on the use of poetry with individuals and groups (Mazza, 2003). At these levels, engagement from both the clients and helping professionals is integral to developing rapport (Travis et al., 2020) and successful treatment outcomes (Roose et al., 2012; Ardito & Rabellino, 2011; Bolton Oetzel & Scherer, 2003). Inclusion of art in the therapeutic and treatment process allows for a different type of therapeutic engagement between the client and helping professional, leading to individuals feeling supported and heard (Cole et al., 2016). Within the context of the current study, as I read the poetry coded for this project, I found myself writing questions that I wished I could have explored with the writers. For example, in a poem titled *Pain is Suffocation* the writer stated, “Pain is suffocation when someone you love betrays you, and you feel as if you’ve been shot through the lungs, leaving you gasping for air.” After reading and exploring this poem, I wrote these questions and prompts, 1) When have you felt pain like this?, 2) You mentioned someone you love betraying you. Who do you feel betrayed by?, 3) Tell me more about the imagery of the “rope burns deep within the skin.” Art creates a foundation to start a conversation with the client through a non-traditional therapeutic means. The versatile nature of the poetry and art also transcends to the community level.

Within the context of the current project, not only are the writers able to build a skill while in the secure facility, but they are able to become published poets. This has the potential to increase their confidence and character, leading to positive development outcomes (Lerner et al., 2005), and challenges the narrative written by society that they are only their offense, thus allowing for justice and human dignity and worth to grow. This concept is not new, as Opler and Obayashi (1945) found similar ideas when they collected poetry written by Japanese immigrants in a war-time community in California. The article identifies their poetry as the expression of their community dealing with the turbulent times of upheaval, placement in internment camps, and other struggles they were experiencing. According to the authors, the Senryu poetry circle that formed served as a type of “cultural revivalism” and provided “escape from the drab realities of Center existence” (p. 4). Furthermore, this idea carries into today as others identify the benefit of poetry in a community for both the writers and readers/listeners. Ramirez and Jiminez-Silva (2016) utilized performance poetry to assist in validating the lived experiences for school-aged Latinx. Both performers and listeners were able to learn about their community and the shared experience of multiple selves. Other researchers (Manning, 2016; Furman et al., 2004) communicate the idea of community education and validation, as well as transformation through arts.

Eisner (2002) asserts that engagement with the arts allow us to empathize with the creator’s experiences vicariously through their work. Moran (1999) held this same position as she advocated for the use of poetry in the classroom for students to attain greater understandings of various inequalities believing that “it is essential to include the voices and experiences of groups that are normally excluded” (p. 112). In addition to the benefit of being able to empathize with the experiences of the artists, I am advocating for engagement with poetry for the purpose

of the reader connecting their own history to what they are reading. By seeing the grief, young romance, struggles and support from familial relationships, exploration of self, and copious other topics the youth explore, the reader can begin to associate their own experiences with what they are reading. This desire is akin to McPherson and Mazza's (2014) work, which illustrated that "arts activism and poetry therapy can work together to promote reflective engagement with human rights" (p. 944). Taking on this perspective, community organizations, policy makers, and others can advocate for changes to the treatment and perception of YPSB and, and as a society, we can begin to see these kids as human again, and restore the dignity and worth that society and the criminal justice has taken away.

Future Research

In the state of Alabama, non-white youth make up 56.34% youth in residential placements (Sickmund et al., 2019). However, in the current study, they only make up 28.57% of the subsample of youth who participated in the creative writing class. Since the subsample is largely homogenous, greater representation and voices from minority writers may diversify analysis outcomes and could provide beneficial insights into their explored experiences. Furthermore, future research can examine the reasons for the disparity of representation in order to gain insight into the potential barriers for non-white participants and assess whether these youth are choosing not to or not being chosen to participate. Additionally, the poetry has great potential with the data.

First, standardized measures provide information that allows us to make inferences about various populations. The poetry, as seen in this analysis, provides greater insight into the outcome scores for the participants. Future research should do additional analysis to explore the potential of poetry and other arts to provide information about specific responses to questions

and subscales. Furthermore, it is important that future studies attempt to engage with the writers and include them at various points of the study, including conception, interpretation, and any other point in the process. Next, due to the belief in the power of poetry and the potential for it to reshape perceptions about YPSB, researchers could interview various people such as stakeholders, educators, community members, students within helping professions, and others to assess their reactions to poetry written by YPSB and if or how their perception of this group changed after engaging with the poetry. Next, interviews can be conducted with various staff to explore if they observe any differences between those who participate in the creative writing class and those who do not. Also, there is potential for using these findings to compare similar analyses and outcomes in different geographic locations, community-based settings, or with other vulnerable population. Lastly, future studies should develop or identify instruments more tailored to assess outcomes of participating in a creative writing class.

Conclusion

The present study serves as the first mixed methods research study to utilize poetry with youth adjudicated into a secure facility for their illegal sexual behaviors. The purpose of the study was to explore the emotions being expressed by youth adjudicated for illegal sexual behaviors (YAISB) through their poetry, which is written in a creative writing class, and to examine whether participating in the creative writing class led to changes in interpersonal and antisocial behaviors, affect, self-identity, and behavioral patterns. While the differences between the two groups, as measured by the MACI and PCL: YV may not have been great, what the research did highlight is the importance of the poetry to the understanding of those differences. Additionally, the poetry did provide insight into the emotional expression of these youth as they explored various topics in their writing and gave insights into their experiences prior to being in

the secure facility and while in the facility. Nissen (2017) called for a devotion to the advancement of the arts, social work, and interdisciplinary work “to enrich the world, as it seeks change, justice, and beauty” (p. 7). The overarching goal of this research was to seek justice and the restoration of the dignity and worth of these youth by highlighting their voices in order to move beyond the dehumanizing labels placed on them. For the criminal justice system to be just, I believe we must engage with victims of our systems through whatever means necessary, including their poetry, in order to remember that they are first and foremost human.

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APPENDIX 1 – Full List of Millon Adolescent Clinical Inventory Subscale Paired Samples t-test Results for Youth Who Participated in the Creative Writing Class

Millon Adolescent Clinical Inventory Independent Samples t-test Results

Did Participate	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
Disclosure	4.85	28.64	1.382	0.172	0.169
Desirability	-4.25	22.23	-1.567	0.122	-0.191
Debasement	7.13	25.26	2.312	0.024	0.282
Introversion	8.1	26.39	2.505	0.015	0.306
Inhibited	0.91	34.73	0.215	0.831	0.026
Doleful	1.33	34.63	0.314	0.755	0.038
Submissive	-0.403	20.86	-0.158	0.875	-0.019
Dramatizing	-3.22	25.52	-1.034	0.305	-0.126
Egotistic	-6.9	24.47	-2.307	0.024	-0.282
Unruly	-1.72	29.52	-0.476	0.636	-0.058
Forceful	2.27	32.52	0.571	0.57	0.07
Conforming	-7.67	23.93	-2.624	0.011	-0.321
Oppositional	9.73	23.97	3.323	0.001	0.406
Self-demeaning	2.05	32.80	0.51	0.612	0.062
Borderline Tendency	3.82	32.44	0.964	0.338	0.118
Identity Diffusion	6.18	23.86	2.12	0.038	0.259
Self-Devaluation	8.22	37.74	1.784	0.079	0.218
Body Disapproval	3.31	36.52	0.743	0.46	0.091

Sexual Discomfort	-0.6	28.44	-0.172	0.864	-0.021
Peer Insecurity	4.896	39.02	1.027	0.308	0.125
Social Insensitivity	-1.31	29.82	-0.361	0.72	-0.044
Family Discord	0.194	30.66	0.052	0.959	0.006
Childhood Abuse	-2.82	44.19	-0.523	0.603	-0.064
Eating Dysfunctions	1.64	24.32	0.553	0.582	0.068
Substance Abuse	-0.09	37.65	-0.019	0.985	-0.002
Delinquent Predisposition	-3.05	26.88	-0.927	0.357	-0.113
Impulsive Propensity	2.33	36.85	0.517	0.607	0.063
Anxious Feeling	1.57	32.11	0.399	0.691	0.049
Depressive Affect	6.12	28.15	1.313	0.194	0.16
Suicidal Tendency	0.96	28.51	0.274	0.785	0.033

APPENDIX 2 – Full List of Millon Adolescent Clinical Inventory Subscale Paired Samples t-test Results for Youth Who Did Not Participate in the Creative Writing Class

Millon Adolescent Clinical Inventory Independent Samples t-test Results

Did Not Participate					
	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
Disclosure	4.587	21.07	1.728	0.089	0.218
Desirability	-5.556	14.70	-2.99	0.004	-0.378
Debasement	5.714	20.18	2.248	0.028	0.283
Introversion	9.175	17.79	4.094	0	0.516
Inhibited	3.159	19.59	1.28	0.105	0.161
Doleful	4.905	29.97	1.299	0.199	0.164
Submissive	0.365	16.16	0.179	0.858	0.023
Dramatizing	-6.73	19.73	-2.708	0.009	-0.341
Egotistic	-5.714	17.22	-2.634	0.011	-0.332
Unruly	0.032	16.67	0.015	0.988	0.002
Forceful	3.587	23.22	1.226	0.255	0.154
Conforming	-4.444	16.93	-2.084	0.041	-0.263
Oppositional	4.937	23.72	1.652	0.104	0.208
Self-demeaning	2.508	23.63	0.842	0.403	0.106
Borderline Tendency	3.857	21.00	1.458	0.15	0.184
Identity Diffusion	8.56	19.85	3.422	0.001	0.431
Self-Devaluation	9.032	26.83	2.672	0.01	0.337
Body Disapproval	1.683	25.92	0.515	0.608	0.065

Sexual Discomfort	-2.175	18.52	-0.932	0.355	-0.117
Peer Insecurity	3.143	24.21	1.03	0.307	0.13
Social Insensitivity	-2.444	18.03	-1.076	0.286	-0.135
Family Discord	1.825	20.93	0.692	0.491	0.087
Childhood Abuse	-0.444	30.00	-0.118	0.907	-0.015
Eating Dysfunctions	2.841	19.46	1.159	0.251	0.146
Substance Abuse	2.571	23.59	0.865	0.39	0.109
Delinquent Predisposition	-1.286	15.55	-0.656	0.514	-0.083
Impulsive Propensity	-0.714	23.47	-0.242	0.81	-0.03
Anxious Feeling	4.714	20.87	1.793	0.078	0.226
Depressive Affect	12.492	26.13	3.794	0	0.478
Suicidal Tendency	7.937	23.69	2.659	0.01	0.335

APPENDIX 3 – Full List of Millon Adolescent Clinical Inventory Subscale Independent Pre-test Samples t-test Results

Millon Adolescent Clinical Inventory Independent Samples t-test Results

MACI Pre-test	Did not Participate		Did participate		t	p	Cohen's d
	M	SD	M	SD			
Disclosure	51.61	22.348	53.27	16.934	-0.438	0.63	0.084
Desirability	69.15	13.795	69.16	14.621	-0.005	0.996	0.000
Debasement	56.32	18.327	58.97	17.431	-0.885	0.394	0.148
Introversion	56.03	17.899	55.22	19.468	0.249	0.804	0.043
Inhibited	48.79	20.203	50.48	24.454	-0.435	0.665	0.075
Doleful	51.38	25.764	49.28	24.332	0.482	0.63	0.084
Submissive	61.44	17.896	62.43	15.417	-0.343	0.732	0.059
Dramatizing	55.8	18.889	56.34	18.873	-0.165	0.869	0.029
Egotistic	54.32	18.35	50.91	16.925	1.114	0.268	0.193
Unruly	59.06	21.651	55.72	21.062	0.903	0.368	0.156
Forceful	36.03	24.334	32.25	23.406	0.978	0.33	0.158
Conforming	54.92	17.454	53.18	13.319	0.649	0.518	0.112
Oppositional	57.95	19.47	59.12	16.886	-0.369	0.713	0.064
Self-demeaning	40.61	22.83	43.06	22.176	-0.629	0.531	0.109
Borderline Tendency	39.82	22.479	40.93	21.419	-0.291	0.772	0.051
Identity Diffusion	50.26	21.555	45.81	19.13	1.26	0.21	0.218
Self-Devaluation	43.79	27.61	48.91	27.5	-1.072	0.286	0.186
Body Disapproval	21.36	22.698	28.43	26.196	-1.664	0.099	0.288

Sexual Discomfort	56.92	16.856	61.25	20.373	-1.334	0.184	0.232
Peer Insecurity	49.82	24.144	54.79	28.722	-1.08	0.282	0.187
Social Insensitivity	61.85	22.197	58.75	21.49	0.819	0.414	0.142
Family Discord	62.42	17.929	62.01	19.922	0.124	0.901	0.021
Childhood Abuse	37.29	28.419	45.46	30.01	-1.613	0.109	0.28
Eating Dysfunctions	17.76	16.064	20.79	17.369	-1.045	0.298	0.027
Substance Abuse	44.26	28.627	40.36	26.308	0.818	0.415	0.142
Delinquent Predisposition	63.77	19.508	59.81	22.611	1.083	0.281	0.188
Impulsive Propensity	54.82	25.956	56.67	26.064	-0.411	0.682	0.071
Anxious Feeling	66.5	23.442	69.13	24.824	-0.629	0.53	0.11
Depressive Affect	57.24	29.39	57.15	29.384	0.018	0.985	0.003
Suicidal Tendency	31.03	26.61	30.87	22.407	0.039	0.969	0.006

APPENDIX 4 – Full List of Millon Adolescent Clinical Inventory Subscale Independent Samples Post-test t-test Results

Millon Adolescent Clinical Inventory Independent Samples t-test Results

MACI Post-test	Did not Participate		Did participate		t	p	Cohen's d
	M	SD	M	SD			
Disclosure	45.8	20.699	48.43	20.614	-0.734	0.464	0.127
Desirability	75.2	11.012	73.42	15.404	0.767	0.445	0.133
Debasement	49.21	16.75	51.84	18.611	-0.854	0.395	0.149
Introversion	46.61	17.686	47.15	15.854	-0.187	0.852	0.032
Inhibited	45.67	21.524	49.57	23.248	-1.004	0.317	0.174
Doleful	45.76	29.644	47.96	27.388	-0.445	0.657	0.077
Submissive	61.52	15.174	62.84	14.751	-0.509	0.612	0.088
Dramatizing	63.47	14.707	59.57	16.305	1.449	0.15	0.251
Egotistic	60.97	13.81	57.81	16.263	1.208	0.229	0.209
Unruly	58.89	18.931	57.43	18.702	0.448	0.655	0.078
Forceful	32.55	20.783	29.99	18.523	0.75	0.454	0.13
Conforming	60.47	15.473	60.85	17.078	-0.134	0.894	0.023
Oppositional	52.21	19.249	49.39	19.246	0.846	0.399	0.146
Self-demeaning	36.92	22.031	41.01	22.648	-1.056	0.293	0.183
Borderline Tendency	34.86	18.754	37.1	23.271	-0.611	0.542	0.106
Identity Diffusion	39.92	17.631	39.63	17.398	0.098	0.922	0.017
Self-Devaluation	33.52	22.933	40.69	25.729	-1.696	0.092	0.294

Body Disapproval	18.68	17.357	25.12	20.386	-1.959	0.052	0.34
Sexual Discomfort	60.71	17.471	61.85	20.077	-0.343	0.728	0.061
Peer Insecurity	46.11	22.434	49.9	24.493	-0.93	0.354	0.161
Social Insensitivity	64.23	18.535	60.06	17.143	1.346	0.18	0.234
Family Discord	60.02	19.334	61.82	20.612	-0.521	0.603	0.09
Childhood Abuse	36.85	28.085	48.28	31.154	-2.222	0.028	0.385
Eating Dysfunctions	14	15.065	19.15	16.733	-1.864	0.065	0.323
Substance Abuse	40.64	25.901	40.45	26.414	0.042	0.967	0.007
Delinquent Predisposition	65.69	18.349	62.85	18.197	0.865	0.389	0.155
Impulsive Propensity	54.86	24.351	54.34	23.172	0.126	0.9	0.022
Anxious Feeling	61.97	19.815	67.57	20.416	-1.604	0.111	0.278
Depressive Affect	43.17	27.153	51.03	27.12	-1.671	0.097	0.3
Suicidal Tendency	21.18	17.453	29.91	22.257	-2.514	0.013	0.436

APPENDIX 5 – Full List of Millon Adolescent Clinical Inventory Subscale Independent Samples Post-test t-test Results

Millon Adolescent Clinical Inventory Independent Samples t-test Results

MACI Difference	Did not Participate		Did participate		t	p	Cohen's d
	M	SD	M	SD			
Disclosure	4.59	21.071	4.84	28.642	-0.057	0.955	0.009
Desirability	-5.56	14.702	-4.25	22.226	-0.396	0.693	0.055
Debasement	5.71	20.175	7.13	25.26	-0.353	0.723	0.062
Introversion	9.17	17.789	8.07	26.389	0.28	0.78	0.049
Inhibited	3.16	19.585	0.91	34.734	0.458	0.648	0.08
Doleful	4.9	29.97	1.33	34.628	0.631	0.531	0.11
Submissive	0.37	16.158	-0.4	20.864	0.235	0.814	0.041
Dramatizing	-6.73	19.726	-3.22	25.515	-0.88	0.381	0.154
Egotistic	-5.71	17.217	-6.9	24.471	0.32	0.75	0.056
Unruly	0.03	16.667	-1.72	29.524	0.419	0.676	0.073
Forceful	3.59	23.22	2.27	32.519	0.267	0.79	0.047
Conforming	-4.44	16.928	-7.67	23.93	0.892	0.374	0.156
Oppositional	4.94	23.722	9.73	27.97	-1.146	0.254	0.185
Self-demeaning	2.51	23.634	2.04	32.801	0.093	0.926	0.016
Borderline Tendency	3.86	21.001	3.82	32.435	0.008	0.994	0.001
Identity Diffusion	8.56	19.847	6.18	23.861	0.619	0.537	0.108
Self-Devaluation	9.03	26.83	8.22	37.741	0.141	0.888	0.025
Body Disapproval	1.68	25.923	3.31	36.523	-0.295	0.769	0.051

Sexual Discomfort	-2.17	18.522	-0.6	28.436	-0.377	0.707	0.065
Peer Insecurity	3.14	24.207	4.9	39.019	-0.31	0.757	0.054
Social Insensitivity	-2.44	18.027	-1.31	29.815	-0.263	0.793	0.046
Family Discord	1.83	20.93	0.19	30.658	0.356	0.722	0.062
Childhood Abuse	-0.44	30	-2.82	44.187	0.361	0.719	0.063
Eating Dysfunctions	2.84	19.462	1.64	24.32	0.311	0.756	0.054
Substance Abuse	2.57	23.594	-0.09	37.649	0.486	0.628	0.085
Delinquent Predisposition	-1.29	15.554	-3.04	26.88	0.46	0.646	0.08
Impulsive Propensity	-0.71	23.47	2.33	36.848	-0.565	0.573	0.098
Anxious Feeling	4.71	20.869	-0.21	28.622	1.125	0.263	0.196
Depressive Affect	12.49	26.134	6.12	38.148	1.117	2.66	0.195
Suicidal Tendency	7.94	23.693	0.96	28.511	1.513	0.133	0.266

APPENDIX 6 – Full List of Emotions Coded by Chapbook and Frequency of the Code, and a Total List of Emotions Coded and their Frequency Across Chapbooks

2011 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Anticipation	1	Suffocated	1
Apprehensive	1	Tenderness	1
Bold	1	Terror	1
Caring	1	Yearning	1
Comfortable	1	Agitated	2
Committed	1	Annoyed	2
Conflicted	1	Awe	2
Fervor	1	Calm	2
Furious	1	Despair	2
Hopeful	1	Determined	2
Indignant	1	Jealous	2
Invigorated	1	Peaceful	2
Joy	1	Sad	2
Overwhelmed	1	Solemn	2
Pensive	1	Sorrowful	2
Playful	1	Strong	2
Powerful	1	Admiration	3
Regret	1	Appreciation	3
Relief	1	Lively	3
Remorse	1	Proud	3
Repugnance	1	Assured	4
Revolted	1	Reflective	5
Secure	1	Confident	6
Serene	1	Not Coded	1

2012 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Alienated	1	Angry	2
Betrayed	1	Anxious	2
Bliss	1	Assured	2
Calm	1	Comfort	2
Cautious	1	Confident	2
Confused	1	Defeated	2
Dejected	1	Disgust	2
Disappointed	1	Exhausted	2
Empowered	1	Fatigued	2
Encouraged	1	Hopeful	2
Energized	1	Pain	2
Frustrated	1	Safe	2
Lost	1	Despair	3
Melancholic	1	Joyful	3
Mournful	1	Secure	3
Peaceful	1	Content	4
Pensive	1	Fear	4
Proud	1	Grateful	4
Regret	1	Happy	4
Reluctant	1	Loved	4
Remorse	1	Overwhelming	4
Sorrow	1	Sad	5
Strong	1	Awe	6
Stunned	1	Not Coded	5
Uncomfortable	1		

2013 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Annoyed	1	Vibrant	1
Assured	1	Vulnerable	1
Awe	1	Weary	1
Concerned	1	Appreciated	2
Conflicted	1	Confused	2
Delighted	1	Content	2
Desperate	1	Disgust	2
Envy	1	Joy	2
Exasperated	1	Peaceful	2
Exhausted	1	Proud	2
Fatigued	1	Restless	2
Fear	1	Focused	3
Frustrated	1	Happy	3
Helpless	1	Lonely	3
Hopeless	1	Loving	3
Insecure	1	Motivated	3
Listless	1	Powerful	3
Pain	1	Scared	3
Panic	1	Strong	3
Playful	1	Anxious	4
Relief	1	Grateful	4
Renewed	1	Overwhelmed	4
Repugnance	1	Regret	4
Resigned	1	Sad	4
Terror	1	Confident	6
Trying	1	Determined	6
Uncomfortable	1	Not Coded	24

2014 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Angry	1	Upset	1
Anxious	1	Awe	2
Betrayed	1	Confused	2
Confident	1	Content	2
Contempt	1	Defeated	2
Crushed	1	Determined	2
Disappointed	1	Happy	2
Excited	1	Hopeless	2
Exhausted	1	Relief	2
Fatigue	1	Sorrowful	2
Focused	1	Certain	3
Frustration	1	Joyful	3
Hopeful	1	Resentful	3
Hurt	1	Critical	4
Intimidated	1	Desperate	4
Invigorated	1	Grateful	4
Loved	1	Dejected	5
Scared	1	Overwhelmed	5
Secure	1	Powerful	5
Stressed	1	Sad	7
Surprise	1	Not Coded	21
Troubled	1		

2015 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Amused	1	Worry	2
Assured	1	Grateful	3
Awe	1	Happy	3
Bliss	1	Hopeful	3
Conflicted	1	Hopeless	3
Damaged	1	Hurt	3
Determined	1	Irritated	3
Disappointed	1	Overwhelmed	3
Dynamic	1	Rage	3
Encouraged	1	Strong	3
Enthusiasm	1	Anxious	4
Guilt	1	Confused	4
Invigorated	1	Critical	4
Optimistic	1	Joy	4
Peaceful	1	Regret	4
Remorse	1	Angry	5
Shock	1	Confident	5
Betrayed	2	Resentful	5
Content	2	Desperate	7
Frustrated	2	Sad	8
Loving	2	Dejected	10
Powerful	2	Curious	19
Protective	2	Sorrowful	26
Vibrant	2	Not Coded	15

2016 Chapbooks Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency
Accepted	1	Content	2
Amused	1	Exhausted	2
Betrayed	1	Happy	2
Bitter	1	Hopeful	2
Bothered	1	Invigorated	2
Certain	1	Motivated	2
Compassionate	1	Nervous	2
Concerned	1	Peaceful	2
Confident	1	Strong	2
Cynical	1	Stunned	2
Damaged	1	Wary	2
Delighted	1	Agitated	3
Fear	1	Empowered	3
Gloomy	1	Hopeless	3
Helpless	1	Joy	3
Hurt	1	Listless	3
Impaired	1	Sad	3
Insatiable	1	Scared	3
Lonely	1	Sorrowful	3
Lost	1	Angry	4
Powerless	1	Awe	4
Rage	1	Curious	4
Regret	1	Dejected	4
Rejected	1	Grateful	4
Relief	1	Irritated	4
Saved	1	Powerful	4
Skeptical	1	Resentful	4
Surprise	1	Anxious	5
Tired	1	Determined	5
Troubled	1	Excited	5
Uncomfortable	1	Weary	5
Vengeful	1	Critical	6
Wounded	1	Overwhelmed	6
Appreciative	2	Loving	8
Bliss	2	Frustrated	10
Cherished	2	Not Coded	19
Confused	2		

Total Chapbook Codes with Frequency

Emotion Coded	Frequency	Emotion Coded	Frequency	Emotion Coded	Frequency
Accepted	1	Upset	1	Lonely	4
Alienated	1	Vengeful	1	Rage	4
Anticipation	1	Vulnerable	1	Agitated	5
Apprehensive	1	Wounded	1	Despair	5
Bitter	1	Yearning	1	Hurt	5
Bold	1	Amused	2	Invigorated	5
Bothered	1	Cherished	2	Motivated	5
Caring	1	Comfort	2	Reflective	5
Cautious	1	Concerned	2	Relief	5
Comfortable	1	Damaged	2	Secure	5
Committed	1	Delighted	2	Excited	6
Compassionate	1	Encouraged	2	Exhausted	6
Contempt	1	Helpless	2	Fear	6
Crushed	1	Jealous	2	Proud	6
Cynical	1	Lost	2	Weary	6
Dynamic	1	Nervous	2	Appreciation	7
Energized	1	Pensive	2	Irritated	7
Enthusiasm	1	Playful	2	Scared	7
Envy	1	Protective	2	Assured	8
Exasperated	1	Repugnance	2	Peaceful	8
Fervor	1	Restless	2	Hopeful	9
Furious	1	Safe	2	Hopeless	9
Gloomy	1	Solemn	2	Confused	11
Guilt	1	Surprise	2	Strong	11
Impaired	1	Terror	2	Regret	11
Indignant	1	Troubled	2	Angry	12
Insatiable	1	Wary	2	Content	12
Insecure	1	Worry	2	Desperate	12
Intimidated	1	Admiration	3	Resentful	12
Melancholic	1	Annoyed	3	Critical	14
Mournful	1	Calm	3	Happy	14
Optimistic	1	Conflicted	3	Frustration	15
Panic	1	Disappointed	3	Powerful	15
Powerless	1	Lively	3	Anxious	16
Rejected	1	Pain	3	Awe	16
Reluctant	1	Remorse	3	Determined	16
Renewed	1	Stunned	3	Joyful	16
Resigned	1	Uncomfortable	3	Love	18
Revolted	1	Vibrant	3	Grateful	19

Saved	1	Betrayed	4	Dejected	20
Serene	1	Bliss	4	Confident	21
Shock	1	Certain	4	Curious	23
Skeptical	1	Defeated	4	Overwhelmed	23
Stressed	1	Disgust	4	Sad	30
Suffocated	1	Empowered	4	Sorrowful	34
Tenderness	1	Fatigued	4	Not Coded	85
Tired	1	Focused	4	Total	777
Trying	1	Listless	4		

APPENDIX 7 – IRB Approval



Office of the Vice President for
Research & Economic Development
Office for Research Compliance

November 20, 2019

Taylor Ellis, MSW
School of Social Work
The University of Alabama
Box 870314

Re: IRB # 18-OR-443-ME-R1 "Poetry and Youth Adjudicated for Illegal Sexual Behaviors: A Mixed Methods Study"

Dear Mr. Ellis:

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of informed consent. Approval has been given under expedited review category 5 as outlined below:

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected, solely for non-research purposes (such as medical treatment or diagnosis).

The approval for your application will lapse on November 19, 2020. If your research will continue beyond this date, please submit a continuing review to the IRB as required by University policy before the lapse. Please note, any modifications made in research design, methodology, or procedures must be submitted to and approved by the IRB before implementation. Please submit a final report form when the study is complete.

Good luck with your research.

Sincerely,



Carpatato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer

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