Psychotherapeutic value of books in the treatment and prevention of juvenile delinquency

Practice Theory Juvenile sex offenders have more in common with other juvenile delinquents than they do with adult sexual offenders (Przybylski 2014). As a result, juvenile sex offender treatment can range from interventions specifically tailored for sexual offenders to interventions targeting general offending behaviors. One theoretical approach to the treatment of juvenile sex offenders is to consider sexual offending a special case of general offending; that is, applying principles of general offending to sexual offending (Hanson et al. 2009). Another approach is human service interventions. The treatment of juveniles who have been involved in or at the risk of being in the juvenile justice system is critical. As was shown above, prevention/intervention modalities have been effectively initiated for children as young as three to four years of age in an effort to address the issues and possibilities for juvenile delinquency. Effective treatment of juveniles in the system comes with specific responsibilities to be considered meaningful and significant. Many types of delinquency prevention programs, especially those that focus on adolescents, involve juvenile justice personnel such as the police (Siegel & Welsh p. 401). Often, for the purposes of funding, effective programs should also have a documented cost/benefit analysis attached to its program characteristics (2005). Delinquent adolescents comprise a heterogeneous population characterised by clusters of risk factors, handicapping conditions and psychopathology, with a prevalence of depression and low self-esteem far exceeding that of the population at large. Intervention which can benefit these characteristics may be especially useful in preventive or therapeutic programmes in this group. Perinatal difficulties, head and face trauma, and child abuse in the medical histories of seriously delinquent children. American Journal of Psychiatry 136: 419–423, 1979bPubMedGoogle Scholar. MacMahon JR, Gross RT.