



# Delaware Department of Education School Climate and Discipline Program

# Criminal Youth Gang Detection Training

*Required of all district and charter school public school employees  
under 14 Del Code §4123A*



**If it looks like a duck...  
Walks like a duck...  
Quacks like a duck...  
Then it must be a Duck...**



**Can the same be said for students  
that look, act and dress like gang  
members?**

# Delaware Code Title 14 § 4123A

## School Bullying Prevention and Criminal Youth Gang Detection Training

Each school district and charter school shall ensure that its public school employees receive combined training each year totaling one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators.

Would you know a Gang member if you saw one?

**Ok, how about these girls?  
They are “throwing signs” ....  
Gang language for communicating with  
their hands.**



# Which one is the gang member?



# Gangs are on the internet and Facebook

Click on the “Video 1” link below to watch video through internet explorer or Windows Media Player. When finished, close the video window and return to the PowerPoint presentation.

## Video 1

Video not working? [Try this format.](#)

# Some of the Gangs in Delaware

48 Gang,  
ATM (Addicted To Money), Bloods,  
Crips, Down Bottom Gang, Gangster  
Disciples, Juggalos, Latin Kings,  
Netas, STK (Shoot To Kill), Sureño,  
YOLA/OMB (Only My Brother)

*2016 Delaware State Police Records Management System*



# The Three R's of Gang Life

- Reputation
- Respect
- Retaliation

# How about now?



Some gangs avoid wearing “colors” so that they can’t be identified

# How about this one?



“187” is the California criminal code for murder

Lets take a minute and look at the  
law



# Delaware Code Title 11 § 617

## Criminal Youth Gangs

(a) Definitions.

(1) "Criminal youth gang" shall mean a group of 3 or more persons with a gang name or other identifier which either promotes, sponsors, assists in, participates in or requires as a condition of membership submission to group initiation that results in any felony or any class A misdemeanor set forth in this title or Title 16.



## Fact or Fiction?

There are approximately 30,000 gangs in the United States, with over 850,000 individual members

# FACT

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP)

A 2012 survey estimated 30,700 gangs and 850,000 gang members

The OJJDP reported these numbers and included that the number of gang related homicides increased approximately 20% from 2011 to 2012.

# What about this one?





# “Crip Walk” or “C” Dance...

Does this mean these soldiers are gang members?

Click on the “Video 2” link below to watch video through internet explorer or Windows Media Player. When finished, close the video window and return to the

[Video 2](#)

Video not working? [Try this format.](#)

## Fact or Fiction?

Larger cities and suburban counties remain the primary location for gangs

## FACT

Larger cities and suburban counties account for nearly two-thirds of gangs nationwide.

Smaller cities account for nearly 30%  
and rural counties account for around  
5%

# Know these signs. Remember the girls?



# How about this dance?

This “Crip Walk” cost this player a major fine.

Click on the “Video 3” link below to watch video through internet explorer or Windows Media Player. When finished, close the video window and return to the PowerPoint presentation.

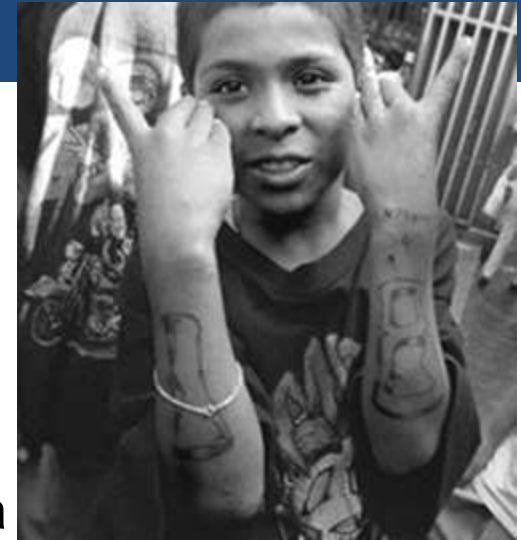
## Video 3

Video not working? [Try this format.](#)

# Delaware Code Title 11 § 617 Criminal Youth Gangs

(a) Definitions.

(2) "Identifier" shall mean common identifying signs, symbols, tattoos, markings, graffiti, or attire or other distinguishing characteristics or indicia of gang membership.



# “Flashing” gang signs

Click on the “Video 4” link below to watch video through internet explorer or Windows Media Player. When finished, close the video window and return to the PowerPoint presentation.

## Video 4

Video not working? [Try this format.](#)

# Delaware Code Title 11 § 617

## Criminal Youth Gangs

(a) Definitions.

(3) "Student" shall mean any person enrolled in a school grades preschool through 12.





# Delaware Code Title 11 § 617

## Criminal Youth Gangs

- (b) Recruitment or retention of juveniles or students for a criminal street gang or criminal youth gang; penalties. –
- (1) Any person who solicits, invites, recruits, encourages or otherwise causes or attempts to cause a juvenile or student to participate in or become a member of a criminal street gang as defined in § 616(a) of this title or criminal youth gang is guilty of a class G felony.



# Delaware Code Title 11 § 617

## Criminal Youth Gangs

- (2) Any person who,
- a. In order to encourage a juvenile or student to:
    1. Join a criminal youth gang or criminal street gang,
    2. Remain as a participant in or a member of a criminal youth gang or criminal street gang, or
    3. Submit to a demand by a criminal youth gang or criminal street gang to commit a crime; or



# Delaware Code Title 11 § 617

## Criminal Youth Gangs

- b. In order to prevent a juvenile or student from withdrawing or attempting to withdraw from a criminal youth gang or criminal street gang threatens to commit any crime likely to result in death or in physical injury to the juvenile, the juvenile's property, a member of that juvenile's family or household, or their property; or commits a crime which results in physical injury or death to the juvenile, the juvenile's property, a member of that juvenile's family or household, or their property.....



# Delaware Code Title 11 § 617 Criminal Youth Gangs

....shall be guilty of a class F felony and shall constitute a separate and distinct offense. If the acts or activities violating this section also violate another provision of law, a prosecution under this section shall not prohibit or bar any prosecution or proceeding under such other provision or the imposition of any penalties provided for thereby. (75 Del. Laws, c. 421, § 1; 70 Del. Laws, c. 186, § 1.)



# Why People Join Gangs: **Six** major risk factors

- Lack of jobs for youth
- Poverty compounded by social isolation
- Domestic violence
- Negative peer networks
- Lack of parental supervision
- Early academic failure and lack of school attachment

# Other reasons include...

- A sense of family
- Need for money or food
- Desire for protection
- Peer pressure
- Family history
- Excitement
- To appear cool

# Gang Identity

- Colors
- Symbols and numbers
- Athletic Apparel
- Tattoos
- Hand Signs and Slang
- Nicknames
- Graffiti

Keep in mind that these identifiers can be different depending on the region.

# Fact or Fiction?

The majority of gang members are males.



# FACT

Current estimates suggest that anywhere from 9%-22% of gang members are female.



If these students called themselves the “Peace Girls” and required members to call in a bomb threat in order to be considered part of their group, would they be considered a criminal youth gang?

# Fact or Fiction?

Young people don't join gangs until around high school.

# FICTION

The fact is that gang involvement can begin as early as elementary school. Children as young as 6 years old have been recruited.



# Youth Gangs and Guns

- Recent surveys show that around seven percent of teens say they belong to gangs, 20 percent of all teens know someone killed or injured by gang members, and as many as 70 percent of teens killed by guns are gang members.



# Fact or Fiction?

Graffiti is one of the most visible signs of gang activity



## FACT

Gangs use graffiti to communicate with each other, or with rival gangs, and to intimidate people and neighborhoods.

Gang graffiti is unsafe and illegal.

# Gang identifiers within schools

## What to look for:

Identifiers can include graffiti



Focus on a certain color in clothing, jewelry or accessories



# Hand signs.

watch for “Flashing or Throwing Signs”





## Fact or Fiction?

Gang-Member migration is more prevalent in metropolitan areas.



## FACT

As part of a 2010 National Gang Center survey, respondents serving larger cities and suburban counties were significantly more likely to report gang member migrants than were their counterparts in smaller areas (74 percent versus 65 percent).

The reason gang members migrate can be grouped into two categories....

Illegitimate:

Drug distribution

Recruiting members

Avoiding law enforcement

Legitimate:

“Social” reasons, such as a family moves for better job opportunities or to move to a better, safer area

Respondents to the 2010 OJJDP survey reported that social reasons significantly (more than 3 times) outweighed illegitimate reasons as motivating factors for gang member migration

# More Gang Identifiers within schools

## Initiations

- There are also several ways to identify a child who has recently been initiated into a gang. Initiations are commonly carried out at school in bathrooms, playgrounds, and other unsupervised areas. Look for unexplained injuries, bruises, or marks on their body.



# More to look for...

- A student suddenly wearing one color exclusively. Certain or expensive jewelry or clothing can also be an indicator.



# Other behaviors associated with a child joining or participating in a gang:

- declining school performance or behavior
- sudden negative opinions about law enforcement officers or adults in positions of authority (teachers)
- unusual interest in a color or certain clothes



# More behaviors associated with a child joining a gang:

- interest in gang-influenced music, videos, or movies
- learning hand signals to communicate
- drawings of symbols on desk, school books or clothing
- drastic changes in hair or dress
- different friends or withdrawal from longtime friends



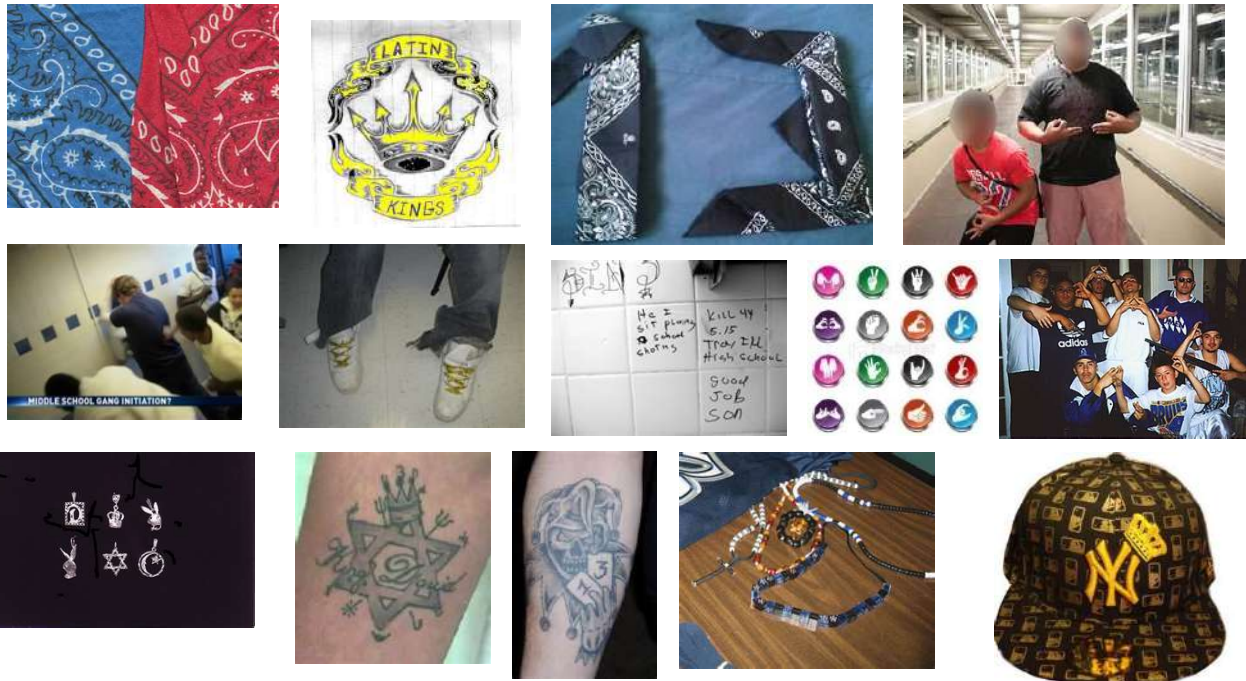


# Behaviors associated with a child joining a gang:

- Suspected drug use
- Interest in handguns
- Unexplained wounds or bruises
- Unexplained money (flashing it around) or jewelry
- Increase in drug and gun crimes. Warning signs of gang violence between competing gangs include verbal challenges, groups squaring off, flashing gang colors and hand signals



# Multiple identifiers are needed to confirm gang activity



# Are gangs in your school?

Gangs have evolved over the past several decades. They have begun to migrate to places that are not prepared for their type of violence and crime



What about schools  
and gangs?

**Who do you tell and what can you do if you suspect a student is a gang member?**



- Follow your school's established procedure for reporting criminal youth gang activity.
- If no formal procedure, notify your administrator via email and "cc" your School Resource Officer (if you have one)
- Please be specific!
- Please keep your information confidential

# Recognizing challenges in schools

- Schools face many problems when it comes to identifying and preventing gang involvement. These include lack of staff training, lack of resources, staff turnover, maximizing instructional time, parental involvement and consistency
- Certain circumstances in both the home and at school can also affect how a child behaves

# Factors in the schools or classrooms that can cause anti-social behavior



- Overuse of punishment
- Punishing effect of difficult instructional material
- Poorly articulated rules
- Little/no acknowledgment of appropriate behavior
- Little individualization in teaching social behavior
- Misuse of behavior management procedures



# Establishing rules for behavior and standards

- Rules should be established at the beginning of the school year, reinforced consistently for both following and violating them, and reviewed and revised throughout the year. When students are involved in the development of the rules they are more likely to remember and follow them. The rules should be stated positively and clearly.



# Teaching social skills

- Research shows that pro-social skills strongly predict academic achievement. Some of the social skills that are needed for successful academic performance are paying attention, persistence on task, compliance with requests and directions, and setting goals. Social skills deficits are a main cause of both academic and behavioral problems and cause antisocial youths to join gangs.



# Teaching social skills

- When a student uses aggression to escape from teasing, bullying or disagreements with other students, teach them to leave the situation, negotiate with the peer, and to ask for help from a teacher or adult when appropriate



# Teaching more social skills

- When a student becomes aggressive to gain peer attention or recognition, teach more effective methods such as sharing, assisting others, inviting others to participate, taking turns, asking permission, complimenting others, negotiating, and self-control.



# Understanding Parents: Characteristic parental behavior of an anti-social, at-risk youth:



» Low monitoring of behavior

- Rely on coercive behavior management procedures



» Inconsistent in rule setting  
» Ineffective communication

- Poor problem-solving skills
- Reject and/or uninvolved with child
- Harsh, inconsistent punishment
- Personal problems that interfere with effective parenting



# Working with parents

- Research indicates that parents play a crucial role in keeping kids out of gangs. Negative behavior within the family can increase the likelihood that a child will join a gang.



# Working with parents

- For a child to be successful in school, their family needs to provide a sense of belonging, usefulness, security and protection, and competence.



# Working with parents

- Resources that can help parents understand the severity of the situation are school and community forums, newsletters, letters from the police chief or school resource officers, open houses at schools and community centers, and home





# Suggestions you can make..

## Positive actions that parents can take:

- Monitoring activities
- Real conversations about tough subjects
- Know their friends
- Allow them to speak openly without fear of reprisal
- Teach and demonstrate model behavior
- Deal with misbehavior quickly and consistently
- Offer love and security



# Suggestions you can make.....

## Positive actions that parents can take:

- Adjust responses depending on the situation
- Do not condemn their opinions
- Emphasize responsibility rather than obedience
- Listen carefully
- Have one-on-one time with them
- Explain consequences
- Set limits with expectations
- Get them involved with sports or organized activities



# Some good tips for talking with families about problem behavior

- Do:

Begin the discussion by expressing concern about the child.

- Don't:

Begin the discussion by indicating that the  
child's behavior is not tolerable.

# Talking with Families about Problem Behavior

- Do:

Let the parent know that your goal is to help the child.

- Don't:

Indicate that the child must be punished or

“dealt with” by the parent.

# Talking with Families about Problem Behavior

- Do:

Ask the parent if he or she has experienced similar situations and are concerned.

- Don't:

Ask the parent if something has happened at home to cause the behavior.

# Talking with Families about Problem Behavior

- Do:

Tell the parent that you want to work with the family to help the child develop appropriate behavior and social skills.

- Don't:

Indicate that the parent should take action

to resolve the problem at home.

# Talking with Families about Problem Behavior

- Do:

Tell the parent about what is happening in the classroom, but only after the parent understands you are concerned about the child, not blaming the family.

- Don't:

Initiate the conversation by listing the child's problem behavior.

(Discussions about problem behavior should be framed as “the child is having a difficult time,” rather than losing control.)

# Talking with Families about Problem Behavior

- Do:

Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom.

- Don't:

Leave it up to the parent to manage problems at home;

Develop a plan without inviting family participation.



# Talking with Families about Problem Behavior

- Do:

Stress that if you can work together, you are more likely to be successful in helping the child learn new skills.

- Don't:

Let the parent believe that the child needs more discipline. (The child needs instruction and support.)

# Talking with Families about Problem Behavior

- Don't:

Minimize the importance of helping the family understand and implement positive behavior support.

*A Quick Review..*

Behavior Support Teams  
&  
Student Intervention Teams

# Forming a team approach to prevention and intervention (as a reminder)

About 50 percent of all behavior problems in schools are associated with three to five percent of students. Team-based approaches aim to target these students. There are two types of team-based approaches that are effective in dealing with at-risk and behavior problem children—the Behavior Support Team and the Student Intervention Team.

Many schools use these two approaches, but may refer to them by another name.

# Forming or reviewing a team approach to prevention and intervention

Goal setting as a team should include a shared vision for the child and a belief that goals can and will be accomplished.

Goals are written in such a way that skills can be taught within daily activities and routines in natural environments. This will not only allow for generalization of skills but also increased opportunities for teaching.

# Forming or reviewing a team approach to prevention and intervention

The Behavior Support Team (also known as PBS) designs a comprehensive approach whose focus is primarily on prevention.



# Forming or reviewing a team approach to prevention and intervention

Having a Behavior Support Team is a benefit because it is impossible for one staff member to develop, implement, and maintain a school-wide discipline program. Also, having several members produces varied perspectives on the problem and support of each other and the program.

# The team approach to **prevention** and intervention

Potential members of a Behavior support team are parents, teachers, school resource officers and local law enforcement, school administrators who deal with discipline, and school counselors.

The members of the team should be based on who will be served. Teams work best when there is open communication between members, goal setting, teaching within natural environments, use of family strengths, monitoring of progress, and family involvement beyond meetings.



# Forming or reviewing a team approach to prevention and intervention

The Student Intervention Team designs an approach that targets youth at risk for severe behavior problems, focusing on those with academic and social problems.

# Forming or reviewing a team approach to prevention and intervention

The Student Intervention Team has several responsibilities that are different from a Behavior Support Team.

The Student Intervention Team is the team that identifies at risk-youth and implements programs, including a BST for them.

# Forming or reviewing a team approach to prevention and intervention

Responsibilities of a Student Intervention team include designing and implementing intensive and early intervention programs, conducting proactive, regular student screening and identification in the early grades to help early detection of antisocial behavior.

# Forming a team approach to prevention and intervention

The Student Intervention Team also builds proactive support plans, collect and interpret behavioral data, and establish and implement crisis intervention strategies.

They should train and provide support for involved staff and parents, evaluate progress and success of programs, and ensure continued support from every team member.

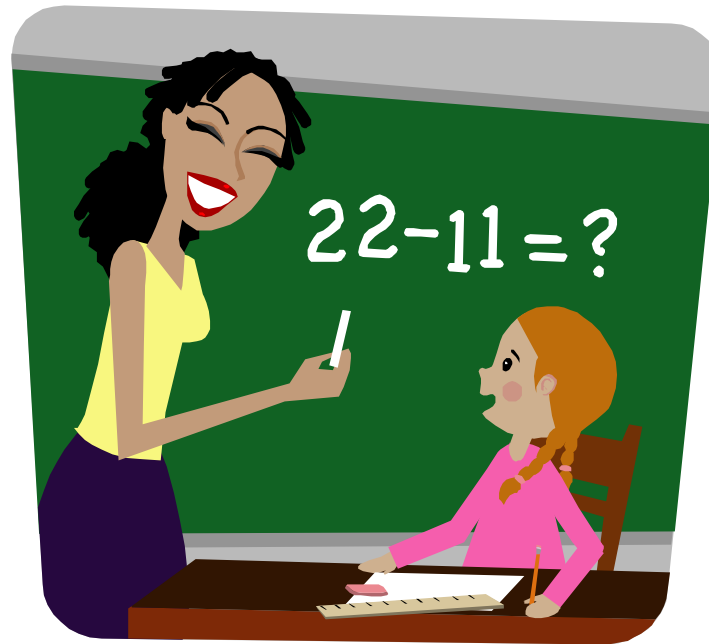
# It takes a Team

Team-based approaches and working together are effective in dealing with at-risk and behavior problem children.

# GANGS USE TEAM BASED APPROACHES

Why shouldn't you?

# Let's take a moment to review....



# What is “Throwing Signs”?

A gang member’s way of communicating with their hands.

This is done so members can communicate without talking and being overheard



# What are the three “R”’s of gangs?

- Reputation
- Respect
- Retaliation

# What are the three components that must be present in order to be considered a criminal youth gang

Part of a group of 3 or more persons

And

The group has a gang name or other identifier

And

The group either promotes, sponsors, assists in, participates in or requires as a condition of membership submission to group initiation that results in any felony or class A misdemeanor.

# Name two major risk factors for joining a gang?

Lack of parental supervision

Early academic failure and lack of school attachment

# Should elementary school staff have any concerns about criminal youth gangs?

Yes.

Gang involvement can begin as early as elementary school. Children as young as 6 years old have been recruited.

**True or False? Graffiti is one of the most visible signs of gang activity**

TRUE

# How many identifiers should you have to suspect a student is a gang member?

**Multiple.**

It could include common identifying signs, symbols, tattoos, markings, graffiti, attire, etc.

However, it could only be one!

# What do you do if you suspect a student is a gang member?

- Follow your LEA's procedures for reporting suspected gang activity or members
- If no formal procedure, contact a school level administrator by email and include details of why you suspect a student may be a gang member
- If applicable, copy your SRO on the email

**Last one....**

**What type of approach does it take to help our students to not become involved in criminal youth gangs?**

**A Team Approach**

(School, Parents, Law Enforcement, Community)



If you have any questions, please contact:

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# Acknowledgements and Resources

- The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- [Gangfree.org](http://Gangfree.org)
- [National Gang Center](http://NationalGangCenter.org)
- Delaware Attorney Generals Office
- National Center for Education, US Department of Education
- Los Angeles Police Department
- [Federal Bureau of Investigation](http://FederalBureauofInvestigation.gov)
- Delaware State Police

# Acknowledgements and Resources

- Jones, Darryl and Sczuroski, Charles. (2008, February 6). *Working with Parents*. Presentation at Project Safe Neighborhoods Anti-Gang Training in Nashville, TN.
- Ybarra, Bill. (2008, February 7). *Gangs in Schools*. Presentation at Project Safe Neighborhoods Anti-Gang Training in Nashville, TN.

# Acknowledgements and Resources

- Center for Evidence-Based Practice: Young Children with Challenging Behavior (CEBP). *Collaborative Action Planning Form.*
- Center for Evidence-Based Practice: Young Children with Challenging Behavior (CEBP). *Talking with Families about Problem Behavior: Do's and Don'ts.*

# Acknowledgements and Resources

- Howell, James. (2008, February 5). *Why Youth Join Gangs*. Presentation at Project Safe Neighborhoods Anti-Gang Training in Nashville, TN.
- Howell, James. (2008, February 6). *Gang Prevention and Intervention Strategies*. Presentation at Project Safe Neighborhoods Anti-Gang Training in Nashville, TN.