

# GANGS AND HATE GROUPS: TRENDS, ISSUES AND STRATEGIES

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## The Quiz

- SWP
- Peckerwood
- Featherwood
- 14, X4, XIV
- 88
- 14 Words
- 666



## The Quiz Continued

- RAHOWA
- HFFH
- 13, X3, XIII
- 311
- Crab
- Chapa



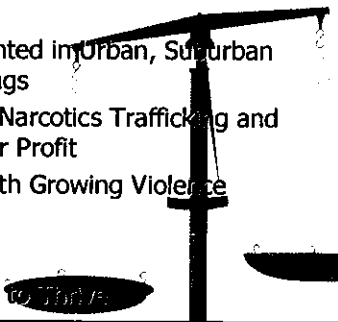
## Quiz Continued

- Flue
- 420
- 187
- FFF
- Snorteno



## Gang Trends and Issues

- Gang Migration
- Gangs Documented in Urban, Suburban and Rural Settings
- Involvement in Narcotics Trafficking and Other Crimes for Profit
- Involvement With Growing Violence
- Racial Tensions
- Use of Internet
- Gangs Continue to...



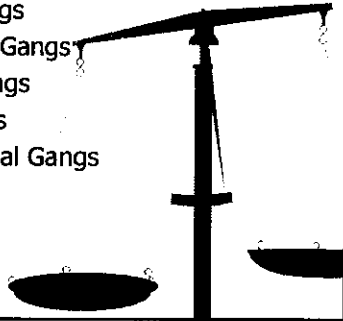
## Gang Migration

- SUR Trece
- Crips and Bloods
- Folk and People
- 18<sup>th</sup> Street
- MS 13



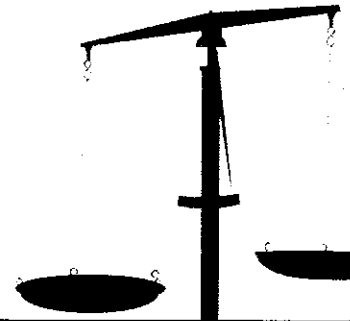
## Gang Typologies

- Traditional Gangs
- Business/Profit Gangs
- White Hate Gangs
- Copy-Cat Gangs
- Delinquent Social Gangs



## Risk Factors

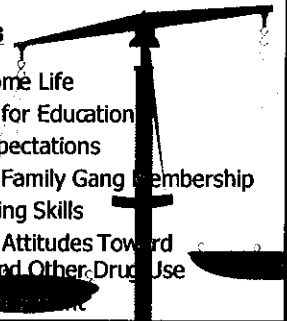
- Family
- Community
- Peer Group
- Individual
- School



### *Risk Factors*

#### **Family-Related Factors**

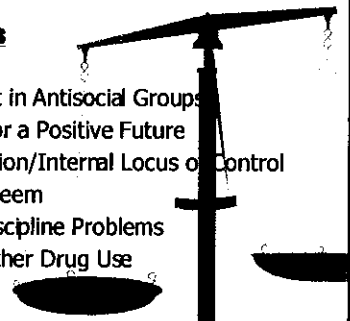
- Stressful/Violent Home Life
- Low Parental Value for Education
- Low Educational Expectations
- Generational/Other Family Gang Membership
- Inconsistent Parenting Skills
- Permissive Truancy Attitudes Toward Violence, Alcohol, and Other Drug Use
- Harsh Continual Discipline



### *Risk Factors*

#### **Personal Factors**

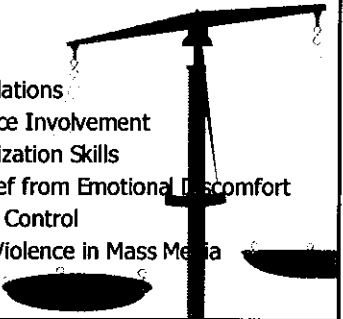
- Involvement in Antisocial Groups
- Low Hope for a Positive Future
- Low Motivation/Internal Locus of Control
- Low Self-Esteem
- Behavior/Discipline Problems
- Alcohol & Other Drug Use



### *Risk Factors*

#### **Personal Factors**

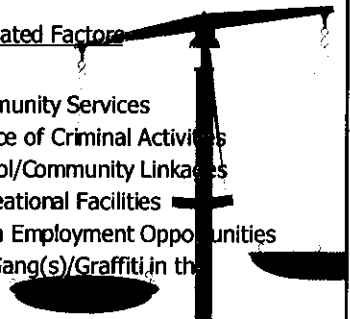
- Poor Peer Relations
- Negative Police Involvement
- Poor Internalization Skills
- Need for Relief from Emotional Discomfort
- Poor Impulse Control
- Exposure to Violence in Mass Media



### *Risk Factors*

#### **Community-Related Factors**

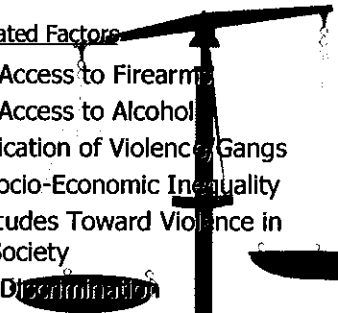
- Lack of Community Services
- High Incidence of Criminal Activities
- Lack of School/Community Linkages
- Lack of Recreational Facilities
- Lack of youth Employment Opportunities
- Established Gang(s)/Graffiti in the Community



## Risk Factors

Community-Related Factors


- Easy Youth Access to Firearms
- Easy Youth Access to Alcohol
- Media Glorification of Violence/Gangs
- Poverty & Socio-Economic Inequality
- Positive Attitudes Toward Violence in the Larger Society
- Prejudice & Discrimination



## Risk Factors

School-Related Factors

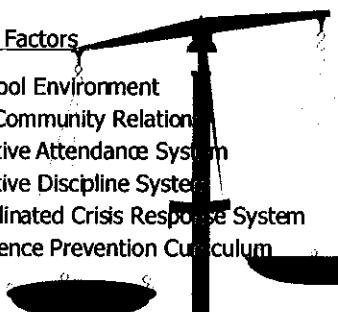
- Lack of Policies & Procedures Enforcement Relating to Weapons/Violence/Gang-Related Issues/Alcohol and Other Drugs
- Lack of Enforcement for Existing Policies
- Low Teacher Expectations
- Lack of Educational Options



## Risk Factors

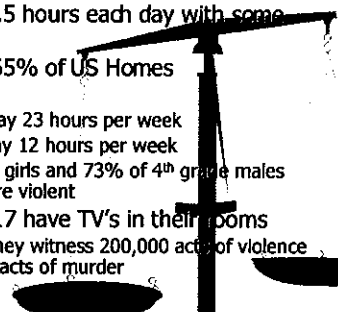
School-Related Factors

- Negative School Environment
- Poor School/Community Relations
- Lack of Effective Attendance System
- Lack of Effective Discipline System
- Lack of Coordinated Crisis Response System
- No Gang/Violence Prevention Curriculum




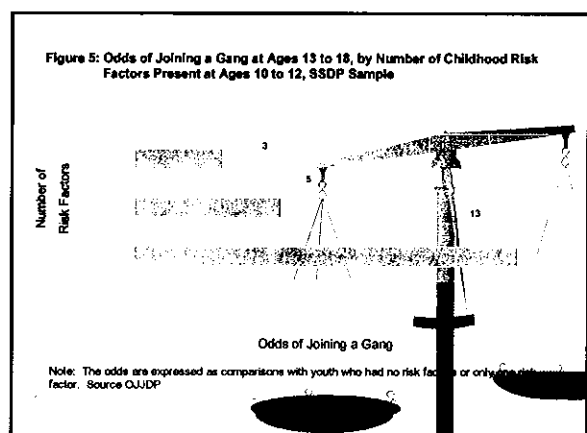
## Media Influence

- Children spend 6.5 hours each day with some type of media
- Video Games in 65% of US Homes
  - 86% With Males
  - 8<sup>th</sup> grade boys play 23 hours per week
  - 8<sup>th</sup> grade girls play 12 hours per week
  - 59% of 4<sup>th</sup> grade girls and 73% of 4<sup>th</sup> grade males favorite games are violent
- 61% of youth 8-17 have TV's in their rooms
  - At 18 years old they witness 200,000 acts of violence including 40,000 acts of murder



## Why Youth Join Gangs

- Born into it
- Neighborhood Norm
- Power, Protection, Prestige and Party
- Basic Needs
- Money
- Cool Factor

## Critical Questions for Planning

- What Risk Factors Contribute to Gang Membership in Our Communities?
- Why do youth in our area get involved with gangs?
- What Gang Types Do We Have?
- Issue: Can Risk Factors be Mitigated?

## Mitigate Risk Factors in the Environment

6. Provide Opportunities for Meaningful Participation

2. Set Clear, Consistent Boundaries

Build Resiliency in the Environment

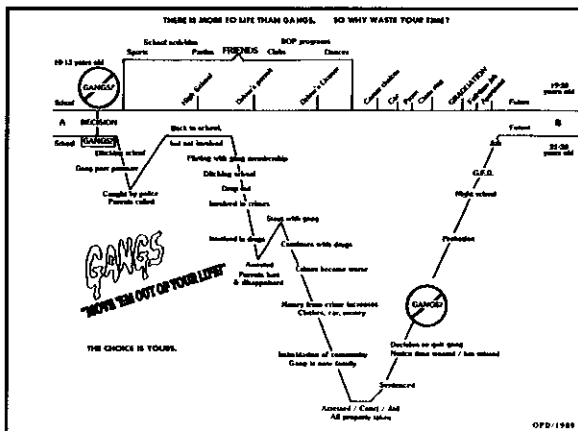
Reprinted from Pathways to Schools Making It Happen For Students & Educators by Tom Ruffalo & Mike Mittle, published by Corwin, Dan, Thousand Oaks, CA, 2007

## Establishing a Neutral School

- Policies and Procedures
  - Rules
  - Dress Codes
  - No tolerance for gang identifiers
- Identify Players
- Consistent Enforcement
- Remove Graffiti
- Student Assistance Programs
- Gang Mediation
  - Peace Treaties

## School Strategies

- School Safety Team
- Assessment
- Develop and Enforce Policies
- Inservice Plan to Include Safety Issues
  - Self-defense/Rape Prevention
  - Safe Fight Intervention
  - Gang Awareness
  - Conflict Resolution
  - De-escalating Verbal Conflicts
  - Diversity Training
- Prevention
- Intervention
- Suppression



## DO's

1. Treat Gang Involved Students with the same Respect and Value shown to Other Students.
2. Have High Expectations for Academic Achievement.
3. Expect Gang Involved Students to Submit Assignments.

## DON'Ts

1. Do Not Humiliate or Embarrass Gang Involved Students (especially in front of peers)
2. Do Not Publicly Praise Gang Members for Academic Achievement before Checking with Student
3. Do Not Allow Students to Write Gang Symbols on Turn in assignments with Style Writing.

DO's	DON'Ts
4. Provide more Cooperative and Hands-On Learning Experiences.	4. Do Not Allow Gang Members from the Same Set to Work Together.
5. Actively Involve Gang Members in the Learning Process.	5. Do Not Allow Gang Involved Students to "Disappear" from the Classroom.
6. Only Talk to Individual Students about Gang Involvement.	6. Do Not Allow Your Classroom to be Used as a Gang Forum.

DO's	DON'Ts
7. Enlist Gang Involved Students to Work with Other Students on School Projects and Other Extra Curriculum Activities.	7. Do Not Allow Students to overly Group or Clique Together and Exclude Other Groups.
8. Do Set Definite Rules and Consequences. Suspend, File Charges, Etc., if Needed. Gang Kids Respect and Expect Discipline and Structure.	8. Do Not Change your Mind about enforcing Rules. Gang Kids See Inconsistency as a Weakness and Will Exploit It.

DO's	DON'Ts
9. Enforce All Rules with respect.	9. Do Not Challenge or Try to Intimidate Gang Involved Youth, Especially in front of Their Peers.
10. Be Consistent with Consequences for ALL Students.	10. Do Not Make Exceptions for Favorite Students.
11. Keep Current on Words or Activities that are Gang Related: Dress, Rap Music, Hair Nets, Etc.	11. Do Not Allow Students to Use Words or Activities that are Gang Related.

DO's	DON'Ts
12. Know Students by Street Names or Nicknames.	12. Do Not Allow Students to Refer to Each Other as Gang Members.
13. Give Gang Members Responsibility that Enhances Their Positive Self-Esteem: Tutors, Helpers, Etc.	13. Do Not Trust Gang Members Completely. Be a Guide and Mentor.
14. Show Concern and Empathy for Gang Involved Youth.	14. Do Not Become an Enabler by Providing Excuses for the Student's Negative Behaviors.
15. Be Open and Honest. Promote Informal Communication with Gang Involved Youth.	15. Do Not Become a Home Boy/Girl to Gang Kids.

### Tips for Teachers

- Know the "playas".
- Establish and Enforce Rules
- Take Immediate Action
- Discipline With Respect
- Remind Them You are Doing Your Job
- Discipline Away From Peers
- Connect With the Students
- Keep Students Involved
- Find Assets They Possess
- Give Students HOPE

### Summit School Classroom Rules

- No Sagging Pants
- No Hats
- No Monikers, Gang Nicknames
- No Gang Writing on: Clothing, Body, School Property, or School Work
- No Gang Graffiti
- No BK or CK
- No Sports Team Shirts, Jackets, Etc.
- No Colors Displayed
- No Colors Reflecting Gang Affiliation
- No Signifiers
- No Glasses or Beepers
- No Hair Nets
- No Gum or Seeds

## Sources

- Al Valdez, Orange County District Attorney's Office
- Ken Davis, Yonkers Police Department
- David Rubin, San Diego District Attorney's Office
- Mark Haynesworth Vista Sheriff's Station

