ARROW@TU Dublin

Technological University Dublin
ARROW@TU Dublin

Dissertations

Social Sciences

2014-9

The Garda Youth Crime Case Management Programme – A Garda perspective on the role and the relationship dynamics involved when managing cases of high-risk young offenders appearing before the Children Court.

Jonathan O'Brien
Technological University Dublin

Follow this and additional works at: https://arrow.tudublin.ie/aaschssldis

Digital Commons Network Logo

Part of the Social and Behavioral Sciences Commons

Recommended Citation
O'Brien, J. (2014) The Garda Youth Crime Case Management Programme – A Garda perspective on the role and the relationship dynamics involved when managing cases of high-risk young offenders appearing before the Children Court.Masters Dissertation, Technological University Dublin.

This Dissertation is brought to you for free and open access by the Social Sciences at ARROW@TU Dublin. It has been accepted for inclusion in Dissertations by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie.

This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License

Footer logo

Technological University Dublin
ARROW@TU Dublin

Dissertations

Social Sciences

2014-9

The Garda Youth Crime Case Management Programme – A Garda perspective on the role and the relationship dynamics involved when managing cases of high-risk young offenders appearing before the Children Court.

Jonathan O'Brien
Technological University Dublin

Follow this and additional works at: https://arrow.tudublin.ie/aaschssldis

Part of the Social and Behavioral Sciences Commons

Recommended Citation

O'Brien, J. (2014) The Garda Youth Crime Case Management Programme – A Garda perspective on the role and the relationship dynamics involved when managing cases of high-risk young offenders appearing before the Children Court.Masters Dissertation, Technological University Dublin.

This Dissertation is brought to you for free and open access by the Social Sciences at ARROW@TU Dublin. It has been accepted for inclusion in Dissertations by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie.

This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License

The Garda Youth Crime Case Management Programme –

A Garda perspective on the role and the relationship dynamics involved when managing cases of high-risk young offenders appearing before the Children Court.

A thesis submitted to the Dublin Institute of Technology in part fulfilment of the requirements for award of Master (M.A.) in Criminology

by

Mr. Jonathan O'Brien

September 2014

Supervisor: Dr. Mairéad Seymour

School of Languages, Law and Social Sciences, Dublin Institute of Technology

DECLARATION

I hereby certify that the material which is submitted in this thesis towards the award of **Masters (M.A.) in Criminology** is entirely my own work and has not been submitted for any academic assessment other than part fulfilment of the award named above.

Signature of Candidate _____

(JONATHAN O'BRIEN)

Dated the 27th day of September 2014

ABSTRACT

An Garda Síochána have rolled out a national programme for managing young offenders. The programme aims to provide a child centred, family inclusive, multi-agency approach to manage young people who are before the Courts. The programme has been in operation since 2007 but to date there has been no published research on it. To address that gap this research examines the perspectives of six Garda case managers to gain an insight into the development and evolution of the specific relationship that exists between a Garda case manager and a young offender. The research centres on a number of key questions including: what is the role of the Garda youth crime case manager? What are the dynamics involved in the relationship between the case manager and the young offender? How do the dynamics involved in the case management relationship evolve over time? And what are the implications of these developments for youth justice practice? A review of literature specific to managing youth crime was conducted. An overview of the operation of the programme was obtained from the programme's national co-ordinator. Then to gain in-depth knowledge into the experiences on the ground six Garda case managers were interviewed in a semi-structured way. The interview data was analysed and coded for presentation of the actual experiences of those involved in the programme. The findings are not of general application but give a valuable insight into the programme and the relationship dynamic that develops between the Garda case manager and the young person being managed. This study only scratches a very interesting but complicated surface and the research may provide a platform for developing further research in the area.

ACKNOWLEDGMENTS

This research was made possible by the support of the participants and my supervisor. Ms Rose Sweeney, the co-ordinator of the Garda youth crime case management programme provided a wealth of background material that formed the foundation of my research. The six Garda case managers I interviewed were extremely willing and co-operative participants and made the interview process very enjoyable and informative. My supervisor, Dr Mairéad Seymour, has had a huge influence on this work, her assistance, guidance and feedback was invaluable.

TABLE OF CONTENTS

DECLARATION i

ABSTRACT ii

ACKNOWLEDGMENTS iii

TABLE OF CONTENTS iv

CHAPTER 1 - INTRODUCTION 1

1.1 General Introduction and Context 1

1.2 Rationale, Aims, Research Questions and Objectives 2

1.3 The Garda Youth Crime Case Management Programme 3

1.4 Limitations 5

1.5 Structure and Chapter Layout 6

CHAPTER 2 - LITERATURE REVIEW 7

2.1 Chapter Introduction 7

2.2 Relevant Criminological Theories 7

2.3 The Societal Prominence of Youth Offending 9

2.4 The Need for Case Management – Children's Rights 10

2.5 The Need for Case Management – Bail Supports 12

2.6 Case Management – International Experiences 14

2.7 Young People and the Police – A Complex Relationship 15

2.8 Chapter Conclusion 17

CHAPTER 3 - METHODOLOGY 18

3.1 Chapter Introduction 18

3.2 Research Design and Rationale – Qualitative Design 18

3.3 Research Method Selected – Interview 19
3.4 Background Research 19
3.5 Research Sample Size 20
3.6 Research Site Selection 20
3.7 Research Participants – Sample Selection 21
3.8 Conduct of Interviews 21
3.9 Reliability and Validity 23
3.10 Limitations 24
3.11 Data Analysis 24
3.12 Ethical Considerations 26
3.13 Chapter Conclusion 27

CHAPTER 4 - FINDINGS AND DISCUSSION 28
4.1 Chapter Introduction 28
4.2 Profile of Participants and Young People Managed 29
4.3 Initial Stages of the Relationship and Building Up Trust 30
4.4 Evolution of the Relationship 32
4.4.1. Persistent Monitoring of Bail Conditions 32
4.4.2. Relationship Based on Procedural Justice 34
4.5 Dealing with Difficulties Throughout the Relationship 35
4.5.1. Breaches of Bail and Periods of Custody 35
4.5.2. Dealing with Significant Life Events and Desistance 37
4.6 The Case Manager in Court 38
4.7 Multi-agency Co-Operation 42
4.8 Personal Commitment of Case Managers 43
4.9 Chapter Conclusion 45

CHAPTER 5 - CONCLUSION 47

5.1 Chapter Introduction 47

5.2 What is the Role of the Garda Case Manager? 48

5.3 Evolution through Fair Procedures and Empowerment 49

5.4 Recommendations 50

5.5 Potential Areas for Further Research 51

5.6 Chapter Conclusion 52

BIBLIOGRAPHY 53

APPENDICES 59

Appendix A Case Management Process

Appendix B Interview Schedule

Appendix C Interview Transcript – CM1 (Pilot Interview)

Appendix D Interview Transcript – CM4

Appendix E Stages of Data Analysis

Appendix F Consent form – Dublin Institute of Technology

Appendix G Consent form – An Garda Síochána

Appendix H Information and Consent Letter to Participants

CHAPTER 1 - INTRODUCTION

1.1 General Introduction and Context

This research is conducted within the context of the Irish criminal justice system and looks at a particular element of the relationship between police officers and young people who are before the criminal courts. The Irish criminal justice system is an adversarial one that involves the police pitched against the accused within the limits of legal protections such as due process and fair procedures (Walsh, 2005). When that accused person is a juvenile, under Irish law a person under the age of eighteen years, there are significant additional concerns and considerations beyond the normal criminal justice process. An Garda Síochána, Ireland's police force, have a clearly defined role in the justice system in the prevention and detection of crime and the prosecution of offenders. In the case of juveniles there is a system to divert offenders away from the criminal courts. In circumstances where diversion is deemed no longer appropriate young offenders are prosecuted by members of An Garda Síochána, Gardaí, in specific children courts.

Although a lack of research is often cited the operation of youth justice in Ireland has been examined and the shortcomings of it, particularly in relation to how young people are dealt with during the court process, have been highlighted (Kilkelly, 2008; Seymour, 2013). There is no dedicated support scheme for young people going through the criminal courts in Ireland and no one agency has a statutory obligation to co-ordinate the response to criminal behaviour by young people. In 2007 An Garda Síochána introduced a pilot scheme, youth crime case management, to manage certain young offenders who were before the Children Court. The scheme will be discussed below but essentially it involves an operational police officer, a Garda, being allocated a young offender to coordinate the cases before the courts and to monitor the offender while on bail. The programme envisages the Garda being the focal point of information about the young person. The pilot scheme was rolled out nationally in 2010 and is now supported at strategic level by An Garda Síochána (An Garda Síochána, 2012).

1.2 Rationale, Aims, Research Questions and Objectives

The issue of youth crime is relevant in all jurisdictions but is regarded as an issue of major public concern in Ireland according to a public attitudes survey (An Garda Síochána, 2009). Although the merits of that concern are questionable (Hough and Roberts, 2004), the issue of youth crime is of national importance. There is significant research into the issues surrounding youth offending (Goldson and Muncie, 2006) and the gaps within the Irish youth justice system (Kilkelly, 2008) but there is no published research on the case management programme even though it is in operation on a daily basis on the ground and in the courts.

The central aim of this research was to explore the approach taken by Garda case managers in their work with high risk young offenders appearing before the Children Court in Ireland. In contextualising the strategies adopted by case managers in the course of their work a related aim was to provide a detailed account of the operation of the case management programme. The research examines a number of key questions including: What is the role of the Garda youth crime case manager? What are the dynamics involved in the relationship between the case manager and the young offender? How do the dynamics of the case management relationship evolve over time? And what are the implications of these developments for youth justice practice?

To achieve this, the subjective relationship that develops between the Garda case manager and the young person being managed was examined from the perspective of the case manager. How that relationship developed over time was also examined particularly, how the parties dealt with conflicts and difficulties they encountered.

The objectives of the research are:

- To examine the background to the Garda youth crime case management programme and to locate the rationale for the programme within existing criminological research.

- To explore the role and functions of the Garda case manager when working with high risk young offenders in the community.
- To examine the relationship between the Garda case manager and young offenders and in particular how that dynamic develops over time and across changing circumstances.
- To identify the relevance of inter-personal working relationships between young offenders and their case managers in the context of bail supervision.
- To provide a foundation for further research into the programme and the broader discourse around supporting high risk young offenders while remanded on bail.
- To assist the development of national policy on the programme.

1.3 The Garda Youth Crime Case Management Programme

Before discussing the operation of the Garda youth crime case management programme it is necessary to explain the background to it and how it has developed. In order to gain that insight a consultation was held with the programme co-ordinator, a civilian employee working with An Garda Síochána. The co-ordinator provided a detailed explanation on the operation of the programme and also provided unpublished background material on it.

The genius of the Garda youth crime case management programme can be traced to the work of a small number of Gardaí in the Dublin North Inner City. Research indicated that this particular geographical area had "a particularly serious problem with young offenders" (Sweeney, 2012: 9). This view was supported by the findings of Carroll and Meehan (2007) and internal Garda research which found an increased prevalence of young offenders from the area (Moore, 2007, unpublished). To deal with these issues a pilot project was initiated to "address in a progressive manner the rate of youth offending" in the Dublin North Inner City (Sweeney, 2012: 10).

Case management involves the management of offending by applying a co-ordinated and consistent management programme for young offenders throughout the court process. The case management process is laid out at appendix A. The scheme involves the identification of suitable young people for case management based on recommendations of the local juvenile diversion officer, who deals with youth crime, or operational police officers based on an accumulation of offences or a trend towards prolific crime. The young person is allocated a specifically trained local operational Garda to case manage him or her. The process works on a one to one basis with each Garda being assigned only one young person at a time. The Garda then builds a relationship with the young person, their family and other key stakeholders.

The Garda case manager becomes the focal point for contact and information sharing within An Garda Síochána and outside of it. The case manager gathers a range of information on the young person and compiles a dossier to include the personal details of the young person, their family and known associates. The dossier includes details of all previous interactions with the Gardaí and all cases currently before the courts. The case manager is tasked with monitoring court cases, monitoring bail conditions and appearing in court as the case manager for the young person. The case manager is expected to have up to date knowledge of the young person's activities, attitudes and compliance with bail conditions. The case manager is given an opportunity to address the court to provide any additional information required. The case manager monitors bail conditions such a curfews by visiting the young person and engaging with him or her and their family. That engagement involves looking beyond compliance and should address the reasons behind non compliance. When necessary the case manager reports breaches of bail to the court and in extreme cases apply for a warrant to arrest the young person and bring him or her before the court.

The desired outcomes of the process are not to stop offending per se but to:

- Improve the overall effectiveness of outcomes for young people by finding sustainable solutions and ending criminal behaviour
- To enhance interagency collaboration

- Co-ordinate court appearances and consolidate information to reduce the time spent by Courts in dealing with young people, thus reducing the time the young person has to spend in court
- To improve the utilisation of Garda resources

(Adapted from Sweeney, 2012).

The pilot programme has been rolled out nationally and is under continuous review to evolve into a broader multi-agency system to manage youth offending (Sweeney, 2012). The national roll out is based on the perceived success of the programme. According to unpublished Garda figures the pilot programme conducted in 2007 found a sixty four percent drop in the number of live charges before the Dublin Children Court over a nine month period for young people in the programme.

The programme received a Taoiseach's Public Service Award in 2010 and a Best Practice Certificate from the European Institute of Public Administration in 2011 for 'opening up the public sector through collaborative governance'. The programme does not claim to be a bail support scheme or to reduce recidivism but with effective management and a multi-agency structured approach to offending the aim is to provide the conditions to enable the young person stop offending (Sweeney, 2012).

1.4 Limitations

Although initially it was desired to examine the effectiveness of the programme such a wide ranging research project was not feasible. There is no published research on the programme but this research is limited to examining the role of the case manager and that specific dynamic of the case management relationship. Accordingly measurability of the programmes impact is restricted to the experiences of participants and their views and opinions. It is hoped that by providing a foundation, further research will be conducted into the effectiveness of the programme, particularly in light of its perceived success and prominence at strategic level of An Garda Síochána.

1.5 Structure and Chapter Layout

There are five chapters in total. In chapter two the prevailing literature around the topic of managing youth crime and the difficulties encountered structurally and individually within the Irish youth justice system will be explored. A brief examination will then be conducted of international best practice and of similar schemes operating in other Common Law jurisdictions. Finally some of the barriers that have been identified to enable young people comply with bail conditions and the conflicts between young people and the police will be discussed.

Chapter three demonstrates the methodology that was followed during the research. The research was designed and implemented in accordance with prevailing best practice. The alternative methods of research that were considered are discussed together with the ethical issues of engaging in research into such a sensitive area.

The findings of the research are presented and discussed in chapter four. A combined presentation and discussion chapter was selected to reduce repetition and to present a cohesive argument based on the data collected. There is some interpretation of the findings but subjectivity was kept to a minimum by drawing on the research data as much as possible.

Chapter five is a conclusion to the research. A summary of the main findings is provided together with the conclusions and recommendations that can be drawn from the data collected. It was not possible to make generalised recommendations from such a limited project however areas that appeared consistently throughout the research are highlighted as a possible foundation for further research.

CHAPTER 2 - LITERATURE REVIEW

2.1 Chapter Introduction

Traditional research in the area of youth offending has focused largely on why young people offend and on interventions to deal with that offending. Substantially less research has been generated on the dynamics that occur within the one-to-one working relationship between young people and those engaging with them within the criminal justice system. This research aims to examine the processes that underpin the operation of the Garda youth crime case management programme. It will specifically explore the working relationship between young people and their case managers. Theories relevant to managing offending will be highlighted and discussed. The need for a system to manage youth offending will be examined in light of the media prominence of youth crime within Irish society.

The national and international obligations on the State to protect young people in the criminal justice system will then be highlighted. Despite those obligations there are deficiencies in the Irish system which will be briefly discussed. A review of international experiences and initiatives will be conducted focusing on common law jurisdictions of England, Australia and New Zealand in an attempt to glean some insight into international best practice in the area of managing youth crime. Finally some of the barriers that have been identified to police officers providing an effective support for young offenders in the criminal justice system will be discussed together with attempts to redress this through the procedural justice model.

2.2 Relevant Criminological Theories

There are numerous theories on why people offend. Initial theories around physical or social pre-determination have evolved into a more holistic view including the role of society and the role of crime within society (Newburn, 2007).

Social control theorists, influenced by the work of Emile Durkheim, examined the social structure within which an individual exists. These theories are of relevance to a study on managing youth offending as they look at the circumstances around the individual and propose that weakened social controls caused by social disorganisation can result in deviance. It is the weakened social controls that potentially make crime more possible (Hopkins Burke, 2005). Shaw and McKay (1972) argued that crime arose from weakened community institutions in a form of social disorganisation. Research by Seymour and Butler (2008) highlighted the disorganised lifestyle of many young people who are remanded on bail or placed in detention pending trial in Ireland. Early school leaving, family breakdown or unstructured family life together with histories of alcohol and drug abuse within the family were factors identified in many of the cases included in that study. These factors are frequently associated with the development of poor social bonds and/or a lack of belonging or community.

A significant body of research has identified 'risk factors' that can indicate the onset of youth offending or explain the causes of it (Farrington, 2002). Some individual risk factors identified include a low level of intellect, impulsiveness or tendencies toward aggression and attention deficits (O'Mahoney, 2009). This 'risk factor paradigm' has been criticised on the basis that any analysis of youth offending must go beyond the youth and examine their underlying social context (Case and Haines, 2009; White and Cunneen, 2002).

This social context leads onto 'labelling theory' in terms of its relevance to young people's involvement in the criminal justice system. Developed in the 1960's, labelling theorists argue that no act is inherently deviant but only becomes deviant when other stakeholders in society 'label' it as such (Becker, 1963). One result of being labelled 'deviant' is that small indiscretions become major incidents in a dramatisation of evil effect (Hopkins Burke, 2005). Young people in Ireland will normally only enter the court system after several attempts to divert them away from it through the cautioning based Garda Youth Diversion Programme. In contrast to the diversion process, appearing in court is a public affair.

Although the courtroom is not open to the public in juvenile cases, the buildings are public places. Kilkelly (2008) highlights how some young offenders appear before the Children Court on multiple occasions creating a risk of them being identified or spotted around the courts. This gives rise to the potential of a stigma or a label being attached to that young person which can be difficult to break.

At the other end of offending, several theories suggest that there are trigger factors in a young person's life which bring about an end to offending. Glueck and Glueck (1937: 206) identified that reform of young offenders is brought about "largely by the natural process of maturation". This process of maturation was more recently identified by Graham and Bowling (1995) who found that desistence can follow the transition into adulthood as offenders find a direction in life. The general application of that theory has been questioned in subsequent studies (Farrall and Bowling, 1999). Other theories suggest that as a young person's circumstances change, gaining employment or developing a long term relationship, the likelihood of offending reduces (Laub and Sampson, 2001). McNeill (2003: 131) points out that desistance "seems to reside somewhere in the interface between developing personal maturity, the changing social bonds associated with certain life transitions, and the individual subjective narrative constructions which people who have been involved in offending build around these key events and changes." McNeill (2009) has highlighted that criminal justice agencies have a role to play in enabling offenders develop those social bonds and should actively advocate for offenders where appropriate.

2.3 The Societal Prominence of Youth Offending

There is nothing new about youth crime (Muncie, 2004) but the social construction of youth crime or the moral panics that persist around youth offending bring it to the forefront of public and political debate (White and Cunneen, 2002). In 2008 a public attitudes survey indicated that seventy six percent of Irish people viewed youth crime as a major problem (An Garda Síochána, 2009).

There is little tangible evidence to support this perspective given that the level of recorded crime involving young people remains consistently low and has fallen in recent years (Seymour, 2004). In 2012 the number of offences involving young people recorded by An Garda Síochána and referred to their diversion programme fell by twelve percent compared with 2011 (An Garda Síochána, 2013). Overall Irish crime rates are considered low by international standards and the levels of youth crime within that are equally low (Young, O'Donnell and Clare, 2001). Even where crime is linked to young people the nature of the offending tends to be non-violent (McPhillips, 2005) or property based crime (An Garda Síochána, 2013).

The evidence suggests that youth crime is not a major problem in Irish Society but from both a public protection and a youth justice perspective the issue deserves attention. An alternative view grounded in the children's rights perspective is that the weight attached to youth crime may not only be driven by public opinion but also by the obligations placed on the state and An Garda Síochána by national and international obligations to protect young people and provide them with real and substantive rights.

2.4 The Need for Case Management – Children's Rights

Children and young people are afforded particular rights and protections under Irish and international law. There have been considerable developments on the landscape of youth justice in the past twelve months. The thirty first amendment to the Irish Constitution elevated the rights of children to constitutional status.

The new Article 42A provides "The State recognises and affirms the natural and imprescriptible rights of all children and shall, as far as practicable, by its laws protect and vindicate those rights" (www.oireachtas.ie). All arms of the justice system must now have regard to these specific children's rights when dealing with young people (Corbett, 2012).

There are significant international guidelines and obligations on the State in the sphere of youth justice (Kilkelly, 2008). In particular, the United Nations set out several minimum standards and rights of children in the Convention on the Right of the Child (CRC) and the Minimum Rules for the Administration of Juvenile Justice 1985 (the Beijing Rules). Kilkelly (2008) sets out the key rights enshrined in those provisions in detail, but of most relevance to this research is Article 12 which includes the rights of children to participate in, and understand, proceedings and to be dealt with by specially trained personnel.

The national legislative framework for dealing with young people is laid out in the Children Act 2001, as amended, which redefined the parameters of a system that was operating under legislation dating back to 1908. Carroll and Meehan (2007: 9) described the 2001 Act as an 'important, progressive and welcomed initiative for the improvement of the provision of justice and welfare to young people." The Act sets out the statutory framework for youth justice in Ireland (Department of Justice, 2006) and is therefore the basis under which the youth justice system must operate. In relation to the current research it is relevant to note that the Act puts a strong, statutory emphasis on diversion and crucially it places custody or detention as a measure of last resort for young people. The principle of detention as a measure of last resort is also prominent in the CRC and the Beijing rules and it forms the backdrop for the case management programme.

It is important to note that the 2001 Act established separate children courts which sit at different times or places to adult courts. The Act sets out the guidelines for the operation of those courts. Although in principle the Children Court should operate in accordance with international best practice, significant problems have been identified in the operation of the Irish Children Court (Kilkelly, 2005 and 2008; Carroll and Meehan, 2007). Those studies found that many of the basic safeguards to protect young people are not practiced on the ground. Cases were called in such a way that young offenders names were being used, the Children Court was being held along side or even during ordinary court sittings and often the language used in proceedings was exclusive and exclusionary.

It is not proposed to examine the shortcomings identified in detail but issues surrounding a lack of understanding of proceedings and the difficulties encountered in complying with bail conditions are of relevance. There is a requirement under the CRC and the 2001 Act that proceedings be conducted in an atmosphere conducive to the child, that facilitate understanding and that encourage young people to actively participate in proceedings (United Nations, 1989). Kilkelly (2005) found that the physical layout of many Irish court rooms, the dress of the legal professionals in gowns and wigs and the language used was exclusionary to young offenders who were left as bystanders in their own proceedings. Internationals courts have found the right to be included to be a fundamental right (Kilkelly, 2008) meaning the Irish justice system must protect the rights in practice and not just in theory. The European commission has set the making of European justice systems more 'child friendly' a key action for the Commission (European Commission, 2011).

The inefficiency in current procedures were highlighted by McPhillips who found that "a young person with several charges may have several different outcomes" over a period of time with no consolidated approach (2005: 23). This lack of a consolidation was found to be determinantal to the young person's overall experience and a significant drain on resources.

2.5 The Need for Case Management – Bail Supports

When a young person is before a Court on a particular charge the case will be 'remanded' or rescheduled from date to date. The Court can release the person on bail on the understanding that they will attend the next date. Bail can be granted subject to conditions and is referred to as a remand on bail. The alternative is a remand in custody, where the young person is detained in a detention centre and brought before the Court on the next date (Walsh, 2005). Carroll and Meehan (2007) highlight the difficulties that young offenders can encounter in complying with onerous bail conditions without any supports or structures to facilitate compliance.

The Children Act prescribes detention as a last resort but enforcing compliance with bail conditions and appearances before the Court can be difficult. The difficulties encountered by young people while on bail and the particular barriers to bail compliance were clearly identified by Seymour and Butler (2008). It was found that many young people did not understand the exact conditions of their bail and therefore could not abide by them. Even where there was a level of understanding some young offenders did not "attach much importance to the consequences of breaking their bail conditions" (Seymour and Butler, 2008: 44). The often disadvantaged home and family circumstances of young people meant many had chaotic lifestyles with little or no structure (Seymour and Butler, 2008). It was therefore difficult to comply with habitual conditions such as attending a Garda station to sign a bail book at specific times or to maintain a curfew.

This is a key aspect of dealing with young offenders. Bail support services have been identified as aiming to "help individuals attend court, abide by bail conditions and not re-offend during the bail period" (Freeman, 2008: 10). A lack of bail support services in Ireland has been identified as a contributing factor in non-compliance by young people with bail conditions (Kilkelly, 2005, Seymour and Butler, 2008). Leading on from this non-compliance with bail conditions has been found to be a contributory factor to young people being detained or remanded in custody which is the only alternative to bail (Freeman, 2008).

Although the aim is clear, custodial remands have been shown, nationally and internationally, to have very negative outcomes for young people (Freeman and Seymour, 2010; Richards and Renshaw, 2013). Custodial remands are seen as stressful and unstable experiences (Freeman and Seymour, 2010). At the most basic level a remand in custody is a period of detention that separates the young person from family and friends and disrupts any routine that may exist (Richards and Renshaw, 2013). Research in both Australia and Canada has indicated correlations between periods of custodial remand and future periods of detention or longer prison sentences (Mazerolle and Sanderson, 2008; Kellough and Wortley, 2002). Despite this Irish detention centres are often at capacity (Irish Youth Justice Service, 2011).

If detention is to be avoided bail must be an effective alternative. Despite clear indications of the need for bail support services in Ireland they have not been rolled out (Irish Examiner, 2010). The Probation Services do not have any role pre-conviction, there are no bail accommodation units and essentially no statutory bail support services. The case management programme is the only scheme available for young offenders on bail and it is therefore relevant to determine if the programme is providing support to them. At this juncture the need for a system to manage youth offending and support young people through the court process has been established and it is of benefit to look at how youth offending is managed in other jurisdictions.

2.6 Case Management – International Experiences

The difficulties identified in the Irish youth justice system are echoed in other jurisdictions. In Australia a comprehensive study found shortcomings in the bail system for young people and made several recommendations (Richards and Renshaw, 2013). The report identified the need for effective participation by young people to aid understanding of bail and also the need for a multifaceted approach to support young people on bail and to ensure detention was not used as a deterrent but as a last resort only (Richards and Renshaw, 2013). The research recommended the development of a consistent structured approach to the management of youth offending and the establishment of clear guidelines for all stakeholders. The report did not specify which agency should be responsible for co-ordinating the approach but a centralised unit or agency was indicated as most appropriate.

In New Zealand the difficulties encountered by young people on bail have been recognised and addressed at governmental level. A programme of supported bail has been rolled out with the aim of forming "part of a suite of interventions…aimed at providing a credible community based….alternative to a…young person being held on remand in custody" (New Zealand Ministry of Social Development, 2014: 5). The programme is resource intensive and aims to provide one to one support for the young person on a daily basis with 28 and 32 hours contact each week.

The aim of the programme is to assist young people comply with bail conditions during the remand period and minimise potential risks to the community (New Zealand Ministry of Social Development, 2014). The pilot scheme was described as a great success story by the Principal Judge of the New Zealand Youth Court Judge Andre Becroft (The Youth Court of New Zealand, 2009). The scheme envisages the youth worker to work with other agencies including the police but the service is not provided by the police.

In England and Wales the need for a multi-disciplined approached to manage youth offending has also been identified and is being pursued. The Youth Justice Board, a statutory Governmental body has set out Case Management Guidelines that empower 'youth offending teams' with the case management of all young people in the youth justice system (Youth Justice Board, 2010). The guidelines establish responsibilities similar to those of the Garda case manager and include case profiling and bail supervision together with multi-agency liaison and risk management. Under the scheme each offender is assessed and an individual, customised, support and supervision programme is developed. That programme is agreed before the Court and is continually reviewed (Thomas and Goldman, 2001). The youth offending teams are tasked solely with the role of case management and are not engaged in any other role.

2.7 Young People and the Police – A Complex Relationship

The Garda youth crime case management programme envisages a relationship developing between the case manager and the young offender. If offending is to be managed and the rights of the young person protected that relationship is essential, particularly if the case manager is to explain bail conditions or proceedings. It could be argued that a police officer is not the appropriate person to take on that role. Hinds (2007) found that young people come in contact with the police more frequently than adults and as a result have different experiences and perceptions of the police. A result is that young people are more likely to experience 'police initiated contact' such as being directed to move on or being stopped and searched (Sanders and Young, 2007).

This can result in negative perceptions and a poor relationship between police and young people (Sanders and Young, 2007). Kilkelly (2005) is critical of interaction between Gardaí and young people citing a lack of understanding and an abuse of power by Gardaí. Feeney and Freeman (2010) found that young people generally have higher levels of contact but lower levels of satisfaction with the Gardaí. In light of the national and international rights bestowed on young people this is an obvious shortcoming within the Irish youth justice system. Those negative experiences and perceptions can be a barrier for any relationship between young people and the police.

There is a body of research that indicates the path to reducing these barriers between young people and the police could be found within the procedural justice model (Fagan and Tyler, 2005, Seymour 2013). Within the procedural justice model if the public perceive a policing institution to be using authority in accordance with the limits of their power and in a fair way then the power is legitimated or accepted (Tyler, 2011). Three elements of the procedural justice model have been identified (Hough, 2013). Firstly there needs to be participation in the decision making process. Secondly there must be neutrality and transparency in how power is exercised and thirdly individuals must be treated with dignity and respect. Seymour (2013) observes that if young offenders perceive those engaging with them to be genuinely interested in their lives and to be applying the rules fairly and consistently they are more likely to comply with requests of them.

Research in the area has indicated that level of compliance can vary over time but it seems that building a relationship of trust and confidence is central in a procedural justice model. Although noting the lack of empirical research in the specific area, Seymour (2013: 35) argues that "fair and respectful treatment is highly rated by offenders and central to successful progress in many cases". An Garda Síochána have published a youth strategy (2012 – 2014) and have set a strategic goal to work with young people and to treat them professionally and respectfully.

The force has also rolled out Child First training to highlight children's rights and the need to have a child centred approach in dealing with children (An Garda Síochána, 2012). These initiatives may help rebuild youth confidence but there may still be an initial barrier to a police driven case management scheme which should be explored.

The relationship dynamic between young people and service providers should be viewed in light of the importance placed on relationship itself, not just the importance of following procedures. A number of commentators have observed a positive shift in offender's attitudes to intervention where a positive supervisory relationship existed (Seymour, 2013; Fagan and Tyler, 1995). It was the specific relationship dynamic between offenders and their probation officer that allowed an environment of positive change to develop over time. These two elements, the development of a relationship and the changing dynamic of that relationship are relevant to this study.

2.8 Chapter Conclusion

It is evident from a review of the literature available there are numerous causes of youth crime and that youth crime receives significant public scrutiny. In the wake of that scrutiny and of significant international and national children rights there is an obligation on the State to protect and respect young people in the criminal justice system. In order to do that and to manage youth offending there is a need to support young people throughout their engagement with the criminal justice system. Any such support requires resource intensive, often one to one, commitment to the young person. Gardaí come into contact with young people on a regular basis and are perhaps in the best position to enforce bail conditions but case management goes beyond bail enforcement and requires bail support, court appearance management and the ability to communicate effectively with young offenders.

CHAPTER 3 - METHODOLOGY

3.1 Chapter Introduction

The aim of this research is to gain detailed insight into the operation of the Garda youth crime case management programme and to focus on the relationship that exists between a Garda case manager and the young person being managed. To ensure validity and accuracy of the findings a robust research strategy was integrated into the study. The research design, data collection methods, sampling, consent and ethical issues are addressed in the paragraphs that follow.

`

3.2 Research Design and Rationale – Qualitative Design

The research aims to gain an insight into the experiences of key stakeholders. The views, experiences, feelings and opinions of participants are sought to determine how the relationship between those stakeholders is established and how it develops over time. To gather detailed insight into the perspectives of participants about their involvement in the Garda Case Management programme a qualitative approach was adopted for the study (Denzin and Lincoln, 2005). As the research is explorative in nature the qualitative approach is the most appropriate strategy (Robson, 2011).

The research design is cognisant of the increasingly popular constructionist approach to research and acknowledges that individuals, including researchers, have different experiences and opinions of the same situations and this can influence the data collected during research (Holsein and Gudrum, 2008).

3.3 Research Method Selected – Interview

Qualitative research is inductive and it allows abstractions, concepts and theories to be developed from the data collected (Punch, 2005). It was therefore necessary to choose a research method that maximised freedom of expression and enabled an understanding of experiences rather than simply provided answers to questions. This can be best achieved through the use of in-depth interviewing (Seideman, 2006).

Although depth of knowledge and experience were the guiding principles for the data collection process, it was necessary to retain some structure on the interviews so that broad themes could be compared across cases. A semi – structured approach was therefore taken to the interviews in order to maximise the flow of information while also keeping participants on track (Dawson, 2012). Within the framework of the semi-structured interview an interview guide was used (Bryman, 2012). The guide is at appendix B but briefly the key topics addressed were a brief profile of the young person being managed, how the case manager went about building a rapport with the young person, how the case management relationship developed over time and the case managers experience of other elements of the criminal justice system including court. Participants were given freedom to discuss any topics they felt necessary and where clarification or further information was required, prompt questions were used to gain as much insight as possible. In some cases it was difficult to restrict the number of questions asked by the researcher as the participant's answers were so concise. This may be attributable to the fact that the participants were all operational police officers used to providing concise and accurate information when asked.

3.4 Background Research

The Garda juvenile case management programme has been in operation since 2007 and to date there is no published research on the programme. In order to gain some background information on the programme, the researcher, who is also a Garda Case Manager, contacted the Garda management team responsible for the programme.

A meeting was held with the Garda co-ordinator of the case management programme on 10th January 2014 in Dublin. The co-ordinator provided a comprehensive background to the programme and set out where it is currently located in the operational structure of An Garda Síochána and its future direction. The co-ordinator also provided some background literature and unpublished research into the area which has been included in the introduction and discussion sections of the research.

3.5 Research Sample Size

The determination of sample size was guided by the limitations of the research design and the research method chosen. Although the size of a sample should "support convincing conclusions" this has to be balanced with the feasibility of the study undertaken (Bryman, 2012: 425). The research strategy involved conducting an initial consultation and then six to seven semi-structure interviews with key stakeholders i.e. Garda Case Managers. Although a relatively small sample, the in-depth insights gained from the participants were deemed to provide a solid basis for meaningful analysis. The core sample size was six semi-structured interviews and the accounts from these participants formed the basis of the research. The interviews involved six Garda case managers from two different Garda Divisions within the Dublin area.

3.6 Research Site Selection

In order to gather a variety of experiences of case managers the research focused on two different research sites. The research sites were chosen to reflect a mix of urban and rural policing, alternative socio-economic circumstances and different supervisory structures. Site followed consultation with the programme co-coordinator and informal consultation with the Garda sergeant in charge of the Children Court who deals with the majority of cases involving young people in Dublin on a daily basis. Based on the advice of those key stakeholders, two sites were chosen: the Dublin North Division (includes Ballymun, Santry, Coolock and Balbriggan) and the Dublin East Division (includes Dundrum, Shankhill, Blackrock and Dun Laoghaire).

3.7 Research Participants – Sample Selection

Initially consideration was given to seeking the perspectives from both sides of the case management programme, Garda case managers and young people who had experienced the programme. On reflection of the feasibility of conducting sufficiently in-depth research it was decided to concentrate on one element of the programme, Garda case managers. It was then necessary to select a sample of suitability qualified Gardaí who could provide the depth of knowledge required.

Although the probity of probability sampling is acknowledged, within the limits of the research undertaken and the choice of a qualitative approach a non-probability sampling technique was considered most appropriate (Bryman, 2012). A purposive approach was therefore adopted to sampling (Dawson, 2011). To reduce sample bias and to go beyond mere convenience sampling a key stakeholder was approached to nominate potential participants in a quasi snow balling effect. Following consultation with the programme co-ordinator, details of six Gardaí were provided. Each of those Gardaí were then approached by the researcher and requested to participate in the research. All six agreed to participate in the research. The participants were not previously known to the researcher. There was a risk of sample bias in the method of selection as participants were referred by the programme co-ordinator but the inability to gain access through other avenues made that risk necessary. There are currently four hundred and ninety three Garda juvenile case managers operational throughout the country (Sweeney, 2012). Random sampling of this population was considered but gaining access to the details of operational Gardaí was a barrier.

3.8 Conduct of Interviews

It was extremely difficult to schedule interviews due to conflicting shift patterns of both the researcher and the participants. Accordingly the data collection phase of the research was spread over a six week period. Interviews were arranged around the needs of participants to minimise disruption.

The researcher facilitated the various shift patterns and interviews were conducted at unusual times including night time and weekends. An Garda Síochána granted permission for the interview to be conducted in Garda Stations where the case managers worked, during work time. This was important to improve the willingness of participants to take the time necessary to conduct in-depth interviews. The researcher travelled to the stations at an arranged meeting time.

The research strategy involved the preparation of an interview guide to ensure the information sought was obtained while allowing participants the maximum degree of freedom to give their experiences (Silverman, 2013). A rapport was established at the outset by being clear and honest with regard to the research aims and attempting to understand participant's views through general conversation before addressing the key issues. Using extensive interview experience in an operational context, steering or probing questions were only used where necessary to develop key areas and to overcome participant reluctance to provide detailed accounts of their experiences (Bryman, 2012).

A pilot interview was conducted with one Garda case manager before the other interviews were arranged. The pilot interview was analysed to determine if there was sufficient depth of information to address the research question. The interview strategy was adapted accordingly as the experience highlighted that the researcher had included too many probing questions. The researcher was cognisant of this in subsequent interviews and probing was restricted. It was not until the third interview that the interview schedule was finalised.

In all interviews participants were given a large degree of freedom to ensure their experiences were accurately articulated and recorded. As the detailed information sought was to be found in the "everyday and taken for granted" experiences of the participants, interviews allowed a narrative to develop that went beyond "headline events" (Silverman, 2013: 235). A time frame of thirty minutes to one hour was set aside for each interview.

The interviews all lasted between forty five minutes and one hour. One participant had experiences of managing two different young people and that interview (number two) lasted the longest. The research design specified that interviews would be audio recorded and that note taking would be minimised to reduce any potential barriers to frankness (Baxter, Hughes and Tight, 2006). The interviews were audio recorded after participants consented to it. The recordings were immediately transferred from a digital recorder onto a password protected memory key and deleted. The interviews were transcribed by the researcher as soon as possible after the interview to facilitate recollection. The transcription process was a time consuming element of the research but was deemed necessary to reflect on the material gathered and to ensure the desired level of information was included.

3.9 Reliability and Validity

In qualitative research the experiences for each participant can be influenced by a huge number of subjective factors. The aim of this research was not to extrapolate generalisations but to gain insight into individual experiences that may highlight themes of similar experiences. To this end, participant's background and professional circumstances were included in the interviews in order to generate a context for the information and findings.

Much of the data collected was based on individual experiences however it was verifiable. After seeking the consent of the participants it was possible to verify the information provided by consulting independent sources. In relation to Garda case managers they were informed that the Garda supervisor in the Children Court could be contacted to verify any information provided. That supervisor was able to provide details from practical experience of how often the participant case manager appeared in court with the young person and the change in the young person's attitude over the course of case management. This was an invaluable step that reinforced the accuracy of the research findings.

The aim of the research is to examine a relationship dynamic but was only examining one side of that relationship. The validity of the research hinges on whether semi-structured interviews of a small sample coupled with consultations with other stakeholders accurately measures that concept (Bryman, 2012). It is also key that the explanations offered in the research findings are credible (Denzin and Lincolm, 2005). The researcher took a number of measures to maximise the validity of the interviews including clarifying points with participants throughout the interviews and transcribing shortly after the interviews so that the experience was freshest in the researcher's mind. At the conclusion of the interview participants were asked if they wished to add anything or go back over any part of the interview. Participants were offered a copy of the transcribed interview, no participants requested one.

3.10 Limitations

The use of interviews can be seen to have limitations. They are very personal experiences (Pepper and Wildy, 2009) and it can be difficult to eliminate a researchers own experiences and views (Clandinin and Connolley, 2000). Alternative research strategies were considered including taking a quantitative approach but quantitative methods such as survey did not match the aims of the research (Punch, 2005). The sample size is small and this limits the impact of the study. Although a broader sample would enrich the research, and the researcher's ambitions were high, it was not feasible in the current context to conduct a broader study. The research sought to maximise the information gathered from the small sample by taking a meticulous and structured approach to data collection and analysis. The method of sample selection is also a limitation but the rationale behind the selection has been discussed above and was necessary to circumvent barriers to the research.

3.11 Data Analysis

In qualitative research the analysis of the data collected can be influenced both by the researcher and by those taking part in the research (Dawson, 2011).

It is argued that if one asked two researchers to analyse the same transcript each could come up with different results (Dawson, 2011). With this in mind a semi-structured approach to analysing the data was essential. Various approaches to qualitative data analysis, such as those suggested by Punch (2005) or Bryman (2012) were considered including grounded theory, thematic, narrative analysis and even secondary analysis.

To reflect the aim of the research it was decided to take a thematic approach to the research analysis without limiting the analysis solely to themes. Although it is difficult to define a clear theoretical basis for thematic analysis, it is argued that it is through this theoretical freedom that thematic analysis provides a flexible and useful research tool when applied correctly (Braun and Clarke, 2006). Dawson (2011) describes thematic analysis as highly inductive and allows the analysis process develop ecologically with additional themes and points of reference emerging from earlier themes. Rubin and Rubin (1995) claim that thematic analysis allows the researcher discover new concepts embedded throughout the interviews conducted.

In line with the fourteen stages of qualitative data analysis identified by Burnard (1991) and the phases of thematic analysis described by Braun and Clarke (2006) a template for analyses was developed. The template adopted is best set out in tabular form and is included at appendix C. In essence the process of analysis was contemporaneous with the data collection phase. The pilot interview provided a grounding for initial themes such as, rapport building with the young person, how difficulties were dealt with, the role of the case manager in Court, positive and negative experiences and barriers to effectiveness. These themes were built upon to ensure the codes related back to the research question (Wisker, 2008). Those themes were used as a starting point in analysing the entire data sample.

The analysis then involved becoming thoroughly familiar with the data collected via limited note taking during interview and detailed reflection immediately after interviews. Each time a theme was identified, it was noted as a separate heading.

The transcripts were colour coded using Microsoft Word formatting to make thematic analysis easier. Each transcript was reviewed with those themes in mind, similar themes were brought together on a separate analysis document to consolidate the information. Once these final themes were identified, the data was analysed by coding with data labels to enable cross analysis of the material (Saladana, 2012). By using clear pre-defined steps during the analysis stage it was possible draw conclusions from the data collected (Robson, 1993).

3.12 Ethical Considerations

The research was conducted in accordance with general academic standards (Silverman, 2013), the ethical standards of Dublin Institute of Technology and the code of ethics of the British Society of Criminology (2006). One of the objectives of the research was to advance knowledge within the criminological field and sought to respect the prevailing theories, works and limits of criminology (Wisker, 2008). Formal ethical approval was sought from Dublin Institute of Technology and An Garda Siochana. The ethical clearance applications are at appendix D and E hereto. Due to the sensitivity of the topic involving youth crime it was anticipated that this approval would take some time and steps were taken in January 2014 to seek that approval. It took nearly three months for final approval to be received from An Garda Síochána. Approval was issued following a process which included the submission of a detail application form to An Garda Síochána and a meeting between the researcher and the Head of the Garda Analysis Service on 14th April 2014.

One of the main ethical issues that arose was the potential conflict given that the researcher was Garda and a case manager. Participants were informed that the research was being conducted in a private capacity and not in the student's capacity as a member of An Garda Síochána. Potential conflicts of interest were highlighted and addressed prior to commencement of interviews.

In order to ensure that information relating to vulnerable young offenders was not compromised participants were asked not to disclose the full name of the young people involved or any information that would identify them. Where names were used in interviews the transcripts were amended to use codes for each individual to ensure anonymity. Additionally, the confidentiality and anonymity of participants was guaranteed prior to the commencement of the research. Notes of interviews and electronic data were stored on a password protected memory key. Hard copies of materials were kept in the secure possession of the researcher. Participants were given a unique identifier that maintained anonymity but enabled individual contributions to be clearly distinguishable. The case managers were labelled CM1 – CM6, the numeric representing the order of interview. The young person they case managed was identified as YP1 – YP6 based on the numeric of the case manager. CM2 managed two young people, they were identified as YP2a and YP2b. The same identifier was used throughout the process. Pseudonyms were considered but given that the narratives involved thirteen people codes were used for ease of reference.

3.13 Chapter Conclusion

To ensure that appropriate methods were used in this research significant literature was consulted and considered. A qualitative approach was selected to reflect the nature of the research and the aim of examining individual experiences. The various tools available in qualitative research were considered and interviews were selected as the most appropriate tool to gain insight into a unique dynamic that exists between young people and their Garda case manager. Semi structured interviews were deemed appropriate to allow participants the maximum degree of freedom to discuss their experiences while keeping interviews on point. A structured approach was taken to data collection and data analysis to ensure some level of comparison in the research and validity of the findings. Ethical considerations of researching such a sensitive topic were considered. The limitations of the research, particularly sample selection and size are acknowledged. By applying a robust research approach and ensuring ethnical and consistent research was conducted the validity of the research is maintained. The findings of the research will now be set out and discussed.

CHAPTER 4 - FINDINGS AND DISCUSSION

4.1 Chapter Introduction

This chapter presents the findings of the research and includes a discussion based on those findings in light of prevailing literature. The findings presented draw on the insights of six Garda case managers into what their role involves and how the relationship between the case manager and the young person developed over time. The findings suggest that the establishment of a working relationship between the case manager and the young person was not an end in itself but rather provided the foundations from which case managers' requests for compliance and responses to non-compliance were legitimised.

The research findings have been divided into six main headings. The first outlines the initial stages of the development of the working relationship between the Garda case manager and the young person, how the case manager went about meeting the young person and the initial rapport building process. The second heading describes case managers' accounts of their role of monitoring young people's bail conditions and the different strategies employed to do this.

The third heading presents the strategies participants described to deal with bail non-compliance, other difficulties and significant personal events that arose during the case management period. The role and experiences of participants in court are discussed under the fourth heading. The experiences of participants with other services are presented, particularly with reference to how this impacted on their relationship with the young person under the fifth heading. Finally, the significant personal commitment given by the participants will be discussed. Before the research findings can be presented, to give the data context it is necessary to briefly highlight the background of participants and the young people referred to in this study.

4.2 Profile of Participants and Young People Managed

All six case managers interviewed were operational Gardaí with between five and twelve years experience with An Garda Síochána. Four were attached to front line policing duties while two were attached to community policing units. The case management role was in addition to the participants existing duties. Five participants were male and one was female. Three participants were attached to the Dublin North policing area and the remaining participants were attached to the Dublin East area.

Each case manager held responsibility for one young person. All participants reported similar characteristics of the young people they managed. Young people are nominated for case management only after being involved with Gardaí for a considerable amount of time or being deemed prolific offenders. In line with previous research, the young person's lifestyles tended to be chaotic and they encountered many of the problems and risks associated with young people in the criminal justice system (Farrington, 2002; O'Mahony, 2009; Seymour and Butler, 2008). All six young people being case managed were males in their mid to late teens. Five of the six were from single parent families with more than three siblings. Before case management, none were attending any formal education or other structured activity.

All participants commented on the significant number of previous encounters the young person had had with Gardaí and the diversion programme before their first appearance in the criminal courts. It is not uncommon in the Irish youth justice system for young people to be afforded multiple opportunities for pre-court diversion. A recent report indicated that nearly one third of children referred to the Garda diversion scheme in 2012 had multiple referrals (An Garda Síochána, 2013). One participant (CM1) described this as a difficulty as the young person he managed had become ambivalent to the consequences of his behaviours due to multiple cautions in the past:

> [YP1] had an awful lot of youth referrals ….. over twenty in total for various crimes….. so he had been given so many chances before [his first charge].

The young people were charged with offences ranging from public order to more serious crime such as violent assault (YP3), burglary (YP1, YP5, YP6) and criminal damage (YP4). The participants reported that the young people had a minimum of five separate cases before the court. At the start of case management YP2a had approximately forty charges. Accordingly, the young people being case managed are at the higher end of youth offending and the research should be viewed in that light.

4.3 Initial Stages of the Relationship and Building Up Trust

All participants described engaging in extensive research about the young person prior to their initial meeting. Participants completed a detailed template on the young person. The template included personal details of the young person, their family circumstances, their associates and friends, their criminal incidents and their level of engagement with other services. Although the completion of the template was intended to provide a profile of the young person, according to some participants it also demonstrated to the young people that the case manager had taken the time to become familiar with their lives and was taking the role seriously. CM1 captures the sentiments of others' accounts when he explained his experience:

> I wouldn't go down [to the young person's house] until I knew as much as I could. I found that that gave [the young person] the impression that I meant business, I knew about all his charges, his family, I knew about his bail conditions …. I think that struck him that I meant business.

The approach adopted by each participant to the initial meeting with the young person varied. Three participants, CM1, CM3 and CM6, called to the home of the young person at times when they knew he would be out to discuss the programme with the young person's primary care giver. Others, CM4 and CM5, met the young person with the primary care giver in the family home. One participant, CM2, approached the young person while he were on the street, introduced himself and explained the programme to the young person before approaching the primary care giver.

All participants described an informal low key approach citing initial resistance from the young person or their family to Garda contact. According to participants they had to adopt appropriate strategies to engage with the young people based on factors such as the young person's attitude to Gardaí, the young person's relationship with their family and their willingness to engage with services offered to them. In cases where the initial contact was made directly to the primary care giver the case manager was aware of a positive relationship between the young person and that primary care giver. CM1 explained that he introduced the programme to the young person's father and only then did he approach the young person in the presence of the father. That approach resulted in what CM1 perceived as a very positive reception from the young person to the concept of case management. An implication of this finding is the need to ensure case managers consider the role that primary care givers have in dealing with young people. Although initially the young person may seem to be self sufficient a positive relationship with a care giver can significantly shape how the case management relationship develops.

Most participants indicated that it was the extensive background knowledge of the young person that formed the initial foundation of the relationship with the young person. CM5 described building up trust and the evolution of the relationship based on this knowledge:

> He hated me knowing everything about him ….but when he heard me talking about it in court he understood why and wanted me to explain things [on his behalf] to his solicitors and judges [and other Gardaí]
>
> .

Not all participants reported positive initial contact. Some participants described the young person as being hostile and mistrustful of the process, refusing to speak or engage with the case manager. CM3 describes such an initial meeting with YP3 "he was much more hostile towards me than his family had been…he didn't interact at all…just stood there angrily with his arms crossed."

All participants then described regularly meeting the young person out and about in the community and making sure that the young person became familiar with them. Although the process for case management is clearly laid out within the programme the findings show the need for a flexible strategy at the initial stages of the relationship to give a solid foundation of trust. It was from this base that case managers commenced the process of monitoring young people's compliance with their bail conditions and other requirements stipulated by the courts.

4.4 Evolution of the Relationship

4.4.1. Persistent Monitoring of Bail Conditions

In line with existing research highlighting the difficulties encountered by young people in complying with bail conditions (Seymour and Butler, 2008; Freeman, 2008), the participants focused on bail enforcement as a central part of the case management programme. All participants described their role involving persistent monitoring of bail compliance and the constant reiteration of bail conditions to the young people. This was described as necessary to ensure that the young person understood what was required of them and the consequence of not fulfilling their obligations. The strategies employed by participants in bail monitoring could be broadly outlined in two main ways, each depending on the specific dynamics of the particular case management relationship. For some they viewed the role as strictly monitoring describing that they 'hounded the young person' (CM2) or 'being on the young person's back' (CM4). Others used the role as an opportunity to combine monitoring with support for the young person. In these cases, they explained that they 'checked in every day with the young person' (CM2) or 'called in or stopped for a chat' (CM3). That finding has implications for how case managers go about enforcing bail conditions. In line with the literature highlighting high levels of negative interaction between young people and the police the manner adopted to monitor bail conditions could significantly impact on the nature of the relationship that develops between the case manager and the young person (Feeney and Freeman, 2010).

Reflecting existing literature on the difficulties experienced by young people on bail participants indicated that the young people either did not understand bail conditions (CM4) or did not fully appreciate the consequences of non-compliance with bail conditions (CM3) (Seymour and Butler, 2008; Freeman, 2008). One participant indicated that bail conditions were "only setting [the young person] a target to break." All participants described talking to the young person at length and repeatedly to explain the bail conditions and the reasons why they were imposed together with reiterating that the alternative to bail was custody. The negative types of attitudes that the case managers had to overcome with young people were summed up by CM1 when discussing the young person he managed: "he told me ….why would he bother not getting in trouble and keeping to his bail conditions when he was going to get a sentence anyway."

To deal with these situations participants explained adopting an honest, but practical, strategy with the young people. In some cases the case managers used a flexible approach to bail conditions as a type of incentive. Participants explained that although bail is set by the judge, the conditions that are attached to bail are usually requested by the prosecuting Garda and the case manager is given a role in relation to those conditions. Participants described using their voice in court to negotiate bail conditions that suited the young person's circumstances. CM4 described a relaxation of bail conditions as an incentive to encourage engagement with the probation services. CM5 described adapting bail conditions to keep them simple and ensuring YP5 understood them. CM3 described being honest with the young person and agreeing that bail conditions were not affecting his offending and applying to have the bail conditions removed:

> I informed [YP3] I was willing not to put on bail conditions if he was willing to obey the instructions of his mother ….. The conditions were not stopping his offending anyway.

Other participants described a more subtle approach where they altered their bail monitoring strategy depending on how they perceived the young person was behaving. One participant described relaxing the number of times he checked conditions during periods of non-offending or when he felt the young person he managed was in a good place. He would then intensify the monitoring if the young person started to offend.

Regardless of the actual approach adopted to monitoring bail conditions the participants found that through this persistent monitoring the relationship with the young person evolved over time. Although playing the role of a bail enforcer through monitoring conditions, the participants described a positive relationship developing as the young people began to accept the case manager's role after it was repeatedly explained to them and the young person realised that the case manager would be a regular feature of their life. This evolution was described by CM4 and CM1:

> CM4: Initially when I would stop him to chat he'd throw the arms up and start mouthing about harassment and bullying him but when he realised I was just having a chat he relaxed into it and even started to smile and wave.

> CM1: Initially he would abuse me at the door when I would call to see him [to check curfew times] but after a few weeks he got so used to seeing me he would just pop his head out on the landing and show me he was there.

4.4.2. Relationship Based on Procedural Justice

The bail monitoring approaches taken by case managers in terms of clearly communicating with young people, consistently reminding them of their obligations and including them in the decision making process resonates with the key messages in the procedural justice literature (Hough, 2013). There is a significant body of research that indicates young people are more likely to engage with and benefit from services if they firstly feel that they are being dealt with fairly and secondly, if they have an active role in the relationship (Fagan and Tyler, 2005, Seymour 2013).

All participants described being clear with the young people that there was a negative or enforcement function of case management. They explained what was required of the young person and what would happen if the young person did not comply with conditions. The result seemed to be an understanding of the case manager's role. The findings suggest that young people appear to accept Garda intervention as legitimate when they are involved in the process and perceive that they are afforded some opportunities to participate in the decision-making process. This has implications for the wider literature on policing and young people given existing literature which suggests that the police are often negatively perceived by young people. It also has an implication for how the case managers sustain their relationships. Procedural justice literature highlights the need for consistency in the application of the procedural justice model to avoid negative outcomes arising from unfulfilled expectations (Hough, 2013). The relationship of trust must be sustained to avoid letting down young people which could have very negative effects on the young person.

4.5 Dealing with Difficulties Throughout the Relationship

4.5.1. Breaches of Bail and Periods of Custody

All participants described multiple breaches of bail and circumstances during the case management period where the young person being managed either spent time detained in custody or was arrested for non-compliance with bail. Some participants describing arresting the young person they managed and bringing them before the court themselves (CM1, CM2, CM4). Other participants described objecting to bail in court and applying for the young person to be sent to detention centres on remand in custody (CM3, CM5). In some cases these events occurred during the early stages of the relationship and potentially could have driven a wedge between the case manager and the young person. Instead, participants described adopting an open and honest approach with the young person, explaining the process and the circumstances behind their actions to the young person which resulted in an acceptance by the young person of the enforcement role of the case manager.

In situations where participants objected to bail resulting in the young person being remanded in custody they described how the young person and sometimes their families, initially felt betrayed, let down, or angry but over time accepted the actions. CM5 sums up the experiences of other participants in recalling his experience of objecting to bail for YP5:

> The family never understood my objections to bail, no matter how clear I was with them when I would object … that was the whole time through it, I was managing him for 4 years and every time they'd turn on me if I objected but were grand then afterwards.

CM5 goes on to explain how he dealt with YP5's own reaction:

> I had to object to bail a few times and he got custody, he went mad …. but I'd let him calm down and go to the cell in court and explain it to him again, I'd told him over and over what would happen and he'd have to listen. I think because I had been fair to him and always talked about custody he understood why it happened but he still lost the plot every time….once I stayed around and talked to him he got what was going on and it was up to him and he kinda accepted it.

Regardless of the initial reaction of the young person, the relationship was not damaged in the long term. The case managers had clearly explained their role and the fact they would object to bail if necessary, they described talking to the young person after these significant events of arrest or custody and reaching a consensus. There was an element of empowering the young people with the knowledge that they were responsible for their actions. That empowerment was described as a key turning point in the relationship. When dealing with a failure to attend probation appointments CM4 describes his experience when he "had to sit [YP4] down and say it's up to him to take responsibility for his actions and that this was [YP4's] last chance."

By engaging with the young person in an open and transparent way participants described a reluctant acceptance of the role the young person had to play in their own destiny. That acceptance was not described by the case managers at the outset of the relationship and developed over time.

These experiences echo the principles of procedural justice which state that individuals are more likely to comply with obligations on them when they perceive that they are treated fairly by those in positions of authority (Seymour, 2013; Fagan and Tyler, 1995). In particular the positive shift in offender's attitudes to intervention seemed present where a positive long term case management relationship existed and where the consequences of non-compliance were explained and discussed with the young people (Seymour, 2013). It appears from participants' accounts that where it was explained to the young person that custody was a consequence of the young person's own actions, that the case manager was treating them fairly and had warned them, then the young person accepted the consequences of their actions.

The individual and tailored strategies adopted by participants are central in light of the principles of labelling theory which highlight the risks of individuals becoming labelled as offenders and thereby becoming self fulfilling prophecies (Becker, 1963 and Hopkins Burke, 2005). If the young person is labelled as an offender there is a risk they will only be dealt with as an offender and their individual needs will be ignored. Participants' accounts of the young people suggested that they did not treat them as offenders but rather as individuals with needs that had to be addressed with the involvement and cooperation of their care givers and other stakeholders.

4.5.2. Dealing with Significant Life Events and Desistance

Some participants described the young person they managed experiencing significant personal events during the case management period. Those events had an impact on the case management relationship and also on the offending behaviour of the young person which resonates with literature indicating young people can stop offending after certain trigger events (McNeill, 2003; Graham and Bowling, 1995). CM4 describes the birth of a child as a significant turning point in the relationship with the young person he managed. CM4 re-enforced the obligations on the young person to comply with bail conditions and engage with the Probation Service to bring finality to his court cases to enable the young person move on with his life.

By focusing on this personal event the relationship evolved and CM4 describes the young person actively seeking him out for advice on a range of issues:

> [The birth of his child] really impacted on [YP4], he wanted to get sorted and .... he came to me for advice about how he could get work, get on a housing list and what he needed to do to get a car …to bring the young fella around … I sat down with him and talked about the options and how to go about things.

Other participants discussed talking to the young person about developing relationships (CM1), the passing of a parent (CM2) and other significant events. In all cases the case manager's role went beyond issues of court and bail and the relationship dealt with all aspects of the young person's life.

In three cases participants described offending stopping after these particular personal events or the reaching of a certain age. The participants discussed these events with the young people and drew on them to bring about a sense of empowerment and self responsibility in the young person. Participants described a change in attitude once the young person appreciated the significance of those events. Again this finding resonates with literature that suggests young people stop offending, particularly after a peak age or in the wake of significant life changing events where they appreciate the importance of those events (Her Majesty's Home Office, 2003). That finding has implications for how case managers deal with events outside the criminal justice sphere and shows the need for case managers to appreciate the relevance of life events on young people.

4.6 The Case Manager in Court

It was evident from participants' accounts that they had an important role to play in court cases involving the young person they managed. Analysis of the data identified that the court role could be divided into two key elements, an administrative and an informative function. The role of the case managers in court was summed up by CM3:

> As I saw it there were two roles for a case manager in court. The first was administrative. I ensure that any separate [cases] before the courts were all brought together and remanded to the same dates. This ensured that the court had a full picture of … offending as opposed to separate isolated incidents. The second role was to give the Garda opinion and view on the juvenile's offending, behaviour and attitude.

It is well documented that a number of difficulties exist in relation to the co-ordination and finalisation of young people's cases in the Children Court (McPhillips, 2005; Kilkelly, 2005). The administrative function, through case co-ordination and information, is a key objective of the case management programme (Sweeney, 2012). (CM6) described being a "liaison for the juvenile" and the criminal justice system, merging court dates and keeping the system as efficient as possible. It is noteworthy that participants highlighted the differences in how a young person's cases were dealt with in the court system prior to and following case management. This was captured by CM5 who explained the work involved:

> keeping all [YP5's] cases together was key, he had charges up every week before we started to get them all organised together, that took ages but when everything was together it meant I could give the big picture [to the court].

The participants explained that the Garda computer system, PULSE, was used to manage cases involving young people who were case managed. A flag was attached to each young person on the system. In turn, participants recalled that all Gardaí were obliged to inform the case manager after every incident involving a case managed young person. While the system was designed to provide a more co-ordinated approach to information sharing it is not without its difficulties. Primarily there is a considerable risk that this practice could label the young person as a problematic offender given that case management only applies to the most prolific of offenders. That finding has implications for how An Garda Síochána manage the flag system.

Even after co-ordinating cases, a number of participants reflected many of the negative elements of the Irish juvenile justice system highlighted by previous research in the area (Kilkelly, 2005). For example, participants described cases going on for a protracted period and the negative effect that had on the young person they case managed. One participant described the young person getting emotionally down by the repeated postponement of his sentence and even that the young person tended to increase offending prior to court dates as a result.

In addition to the role of coordinating court appearances, the participants described their role in court as an information sharing role. They informed the court about incidents involving the young person, bail compliance and other issues such as the attitudes of the young person to offending and the criminal justice process. Participants described giving an overview of the young person or fully informing the court about the juvenile. CM5 summed up the role described by other participants as giving the court the big picture:

> [The role is to] help the court make a decision….. to keep the judge informed on the young person and their habits and what they are up to, to give the bigger picture. I always knew what cases he had …. but I also knew the other incidents where charges weren't coming or files had gone to the DPP and charges would be coming down the line. I took my role to give the big picture without taking a side.

This information role was not confined to informing the judge but extended to informing the young person and their family about what was going on in court and what was expected of the young person. By explaining the process not just to the young person but also to the primary care giver the participants stated they sought to develop an environment that would support and facilitate bail compliance. One participant (CM6) described writing down future court dates for the young person and his mother as a simple but practical step to assist young people and their families to comply with the orders of the court.

This information sharing role is of particular relevance in light of the literature that indicates a lack of participation and/or understanding by young people in their own proceedings (Kilkelly, 2005 and 2008; Carroll and Meehan, 2007; Richards and Renshaw, 2013). Even though the young people were frequently before the court most participants indicated that the young person often did not understand what had happened in court. The case managers did not take sole responsibility to explain the process but described all stakeholders; the judge, the solicitors, probation officers and the case managers, talking to the young person and ensuring that they understood and could participate. In some cases the case manager met the young person with his solicitor to discuss the case. These experiences were best described by CM1:

> [YP1] didn't really understand the Court process. In fairness we have been dealing with the same judge since we started and he does explain things very concisely and clearly, his solicitor takes time after court trying to explain what went on to him … but he [YP1] still tunes out a bit. I explained it to him every time we met and I think now between the judge, the solicitor and myself he has a good understanding of the consequences of what he is doing and particularly around bail conditions.

Participants also described advocating for the young person in the courtroom and beyond. Some participants described speaking up for the young person in court and ensuring a true picture was given about the young person and their behaviour. An example of this is where CM2 describes speaking up for the young person in court in mitigation before sentencing, to explain the young person was not violent and to state that "he was behaving". CM4 described advocating for the young person he managed with the Probation Service and seeking an extra appointment after the young person was deemed not to be engaging with them. This advocacy role reflects the literature which emphasises the importance of practitioners adopting an advocacy role when working with young people (McNeil, 2009). That literature identified that where young people feel a practitioner is in their corner to some extent they are more likely to engage with that service. There is a balance between that advocacy role and the case managers other roles, include bail enforcement. CM2 describes advocacy as a limited role and that he was not giving "character references" but did advocate for the young person where appropriate.

4.7 Multi-agency Co-Operation

The literature on the Garda case management programme refers to case management as the focal point for contact and information sharing within An Garda Síochána and between other key stakeholders (Sweeney, 2012). The section that follows explores this latter group of key stakeholders and their involvement with the case management programme. Although some participants referred to services such as the Health Service Executive and Le Cheile, most participants discussed their relationship with stakeholders in terms of their involvement with the Probation Service.

Most participants indicated that the young people they managed were involved with or under the supervision of the Probation Services at the commencement of case management or very soon into the case management period. That engagement arose after the young person had pleaded guilty or been found guilty of an existing offence and the court ordered the young person engage with the Probation Service. Existing research has indicated that it is not uncommon for young people to go through periods where they do not engage with the Probation Service effectively (Seymour and Butler, 2008; Richards and Renshaw, 2013). A consequence of this non-engagement is that the Probation Service can apply to have the young person brought back before the court for non-compliance.

Some participants discussed this lack of engagement by the young person they managed with the Probation Service and between them they developed strategies to overcome it. Lack of engagement was driven by a number of factors. In some cases there was a lack of understanding of the role of the Probation Service (CM6), ambivalence to their role (CM4) or perhaps most worryingly in one case (CM1) the young person was unable to engage with the Probation Service while he was in custody on remand. YP1 was in custody on remand when he was scheduled to attend probation appointments in his local centre. The appointments could not be facilitated in the detention centre and this resulted in a frustrating inability to engage with the Probation Service.

The level of ambivalence towards probation appointments is described by one participant (CM4) by the young person he managed blaming his parents for missing appointments despite living less than three miles from the probation officer.

Proactive interagency engagement was described by participants as very beneficial to the young person. By persevering through missed appointments and linking in with the Probation Service, the case managers assisted in a collaborative multi-agency approach being taken. Participants described speaking to probation officers to ensure clear lines of communication were open and that the young people were clear on the process and the benefits of engaging with probation. This gave rise to a theme of persistence and sticking with the young person. The benefits of that coupled with inter-agency co-operation are evident from participants and are described by CM4:

> I …went to a probation meeting with him, I had spoken to his probation officer and she was going to report non-engagement and say there was nothing the service could do. ….. I had to sit him down and say …. this was his last chance. …. [YP4 and his father] came [to the meeting] and we had a very constructive meeting. In the end it was agreed that he wouldn't take any services offered as he wouldn't commit to attending, he said he did not want to say he would go when he knew he wouldn't. Although it's not ideal his honesty was positive and after he left the probation officer and I discussed it and agreed some kind of long term bond would be in order to give YP4 control over his own faith …. He really appreciated that we were listening to him and he appreciated that the ball was well and truly in his court.

4.8 Personal Commitment of Case Managers

All participants described the significant personal commitment involved during the case management period. Effective case management is a resource intensive exercise. The international experiences examined envisage a dedicated support agency for the case management of young offender (Youth Justice Board, 2010; New Zealand Ministry of Social Development, 2014; Richards and Renshaw, 2013). The Garda youth crime case management programme is operated by Gardaí in addition to their existing role as operational police officers.

The intense monitoring of bail conditions and numerous court appearances described by participants were resource intensive and participants found it difficult to balance this with their other duties. Personal commitment and sacrifice was evident in all relationships, participants described the difficulties shift work caused in spending time with the young person they managed. Participants were available off duty to provide information on the young person to other Gardaí or the Probation Service. Participants went to court on days off and they described relying on colleagues to oblige them to monitor bail conditions when they were unable to. All participants described the balance of other duties with case management as an onerous task. These difficulties seemed to be highlighted more in the cases where the case manager was attached to a front line policing unit rather than community policing units. CM4 describes the experiences of other front line participants when he says:

> The main [difficulty] is how much time it takes, when you're operational case management is on top of your other duties, I was [the] driver of the [patrol] car so I was out all the time [responding to calls] … it's hard to get time away from calls …. the job just leaves you to it ….. it took a lot of my personal time …. most of the court was on rest days.

Some participants described a lack of appreciation of their efforts at organisational level while others indicated a lack of support during periods of intensive case management activity. Given the nature of the case management relationship, the case managers were required to be available on short notice and this meant flexibility and personal commitment by the case manager. Participants described being able to provide structure for the young person by personally monitoring them, being aware of what was going on and keeping their cases together. That structure existed through the personal commitment of the case manager. That level of commitment reflects the concept of stickability identified in recent literature which emphasises the need for consistency in dealing with young people (Seymour, 2013). That consistency arises in both how services are delivered and who delivers them. Difficulties with resource allocation and case managers finding the time to dedicate to their young people could significantly impact on the ability to provide that consistency. It is essential that case managers are given the time and resources they need to dedicate to case management.

4.9 Chapter Conclusion

This research produced a large amount of material and the data has been presented under six separate headings. At the outset a profile of participants was provided to give context to the data collected. Then the stages of the case management relationship were presented. The initial stages of the case management process were identified to include detailed background research before a rapport building exercise. Rapport was established through a variety of strategies that involved informal contact, the provisions of information about the case management programme and open and honest dialogue between the case manager, the young person and their primary care givers. Initial scepticism or hostility toward the programme was overcome through a procedural justice style approach of fairness, honesty and constant dialogue.

The various ways the relationship evolved were then presented. The research found that the regular contact that arose from persistent monitoring of bail conditions resulted in the evolution of a relationship of trust based on communication and honestly. That relationship meant that even when it was necessary to strictly enforce bail conditions or address very difficult situations the case managers were able to manage the situation without damaging the case management relationship.

The significant role the case manager played in court was then presented and discussed. A dual role emerged of administrator and information conduit. Participants co-ordinated court cases to ensure they ran together. They also had a pivotal role in sharing information, the court was informed about the young person, the young person was informed about the court and where appropriate the participants advocated for the young person. The penultimate finding that was presented reflected the multi-agency nature of youth justice and presented the experiences of participants in dealing with other agencies, particularly the Probation Services in working together to develop effective solutions to the needs of the young people.

Finally the significant personal commitment of the case managers was discussed. It was noteworthy throughout the analysis of findings that case managers gave a significant amount of time and emotional commitment to the case management process. They made themselves available to monitor bail, to explain conditions and proceedings and to answer questions in addition to their role as operational police officers and sometimes without the requisite recognition. The implications of these findings were highlighted.

CHAPTER 5 - CONCLUSION

5.1 Chapter Introduction

The aim of this research was to examine the evolution of the relationship between the Garda case manager and the young person being managed. The interaction between the case managers, the young people being managed, their primary care givers and other stakeholders emerged as being central to the development of that relationship. The research sought to address four key questions. What is the role of the Garda youth crime case manager? What are the dynamics involved in the relationship between the case manager and the young offender? How do the dynamics of the case management relationship evolve over time? And what are the implications of these developments for youth justice practice?

In order to achieve the research aim and answer those questions the study was divided into five chapters. The case management programme was introduced and explained in chapter one and a road map to the research was laid out. Chapter two involved a review of the literature specific to the management of youth offending and the key theories around the topic were discussed. It is clear from that literature that although working with high risk young people in the community is challenging there are significant obligations on state agencies to protect children in the criminal justice system. This is complicated by the fact young people are the group most likely to have negative experiences with the police, are least likely to comply with court orders and are most likely to re-offend. An emerging body of literature has highlighted the relevance of individual relationships and of building up trust based on fair procedures and legitimacy to manage youth offending and to bring about co-operation and compliance by young people.

The methodology adopted for the research was discussed in chapter three together with the limitations of the research, particularly sample size and sample selection. The findings were presented and discussed in chapter four.

The main findings of the research and their implications have been addressed but there are two clear implications from the findings. Firstly, the case managers showed an intense personal commitment to the young person they managed that gave the young person structure and support. That support was otherwise absent in the Irish criminal justice system. Secondly, although perhaps unbeknownst to them the case managers applied many of the elements of the procedural justice model in how they dealt with the young people. In so doing the case managers legitimated their role and were able to effectively enforce bail conditions and empower the young people with a sense of personal responsibility.

5.2 What is the Role of the Garda Case Manager?

It seems from the research conducted with Garda youth crime case managers that there are three distinct elements to the case managers role. These include a bail monitoring and supervision role, an administrative role in relation to court and a multilateral information sharing role.

The persistent monitoring of bail conditions in a flexible and supportive way was the foundation of the case management relationships examined. The strategies adopted to bail monitoring provided a structure to the young person's life that might otherwise have been absent. The case managers described adapting their strategies to suit the young person, dealing with periods of compliance and periods of non-compliance and of persevering through frustrations and times of difficulty. This is reflective of the concept of stickability and gaining a young persons trust by sticking with them (Seymour, 2013). Additionally, the case managers described involving the young people and ensuring they understood their obligations. The use of flexible bail conditions or bail monitoring enabled the young people effectively participate in their proceedings and this was an interesting dynamic to emerge from the research.

The second element of the case manager's role to emerge was an administrative function involving the co-ordination of the young person's court cases to ensure all cases were heard together. By bringing all the cases together the court dealing with the young person is given the "big picture" of the young person's offending, their behaviour and their involvement with the criminal justice system. This process benefits the young person and the entire criminal justice system as court appearances are streamlined and the risk associated with multiple court appearances are mitigated.

The final element of the case manager's role is an informative one. The case manager is described as "the focal point" for information sharing. By going beyond criminal incidents and bringing the young person's attitudes and experiences into the court room the case manager put social context on offending behaviour based on direct experiences of the young person. Without the case manager the court would only see the snap shot of offending. The information role is multi-lateral, the case manager has a role in keeping the young person informed and ensuring the young person and his or her primary care givers know and understand what is going on. Finally, the case manager has a role informing other services about the young person, linking in with them and ensuring a collaborative approach is applied. This element of the case management role reflects international best practice (Richards and Renshaw, 2013).

Regardless of the particular role of the case manager it would appear on the basis of the findings presented in this thesis that the programme depends very much on the relationship between the case manager and the young person.

5.3 Evolution through Fair Procedures and Empowerment

It was apparent that the case management relationships examined evolved over time. After initial research and rapport buildings, through persistent contact and transparency the relationship moved from initial reluctance or ambivalence to acceptance and even friendly interaction.

Throughout the research elements of the procedural justice model resonated strongly. The young people being managed responded positively when their case managers adopted a neutral stance, explained bail and court processes clearly and gave them an opportunity to participate. The case managers were not aware that they were applying a procedure justice model but by adopting this strategy they were able to deal with very difficult circumstances, including objecting to bail or applying to have the young person put into custody. This was without any adverse impact on the relationship. An implication of this finding is that case managers should be informed of the merits of procedural justice. The findings demonstrate that case managers were able to foster positive working relationships with high risk young offenders. This legitimised requests for bail compliance and reduced offending. The procedural justice approach adopted by case managers is likely to have broader applicability given that many members of An Garda Síochána have regular contact with young offenders. It would appear from the current findings that an approach based on procedural justice principles when working with young people has the potential to enhance relationships between young people and Gardaí in the wider context of policing in the community.

5.4 Recommendations

Participants discussed the significant personnel and resource commitments required of case manager and some participants indicated a lack of appreciation of this commitment. In light of the literature highlighting the need for consistency and sticking with young people, it is essential that case managers are given the time and resources to fulfil their role. It may be that operational Gardaí attached to crime units do not have the time to dedicate to case management and the role should be limited to Gardaí who are not ordinarily responding to emergency calls.

The benefits of adopting a procedural justice model were inadvertently highlighted by participants. It could be of benefit the elements of the model were incorporated into the training of Garda case managers to ensure they were aware of how to apply the model and the pitfalls of not consistently applying it.

The flag on the PULSE system should be evaluated to ensure that it is not acting as an automatic 'label' that could effect how Gardaí are dealing with young people being case managed on the ground simply by virtue of their status under case management.

The novel approach identified in adapting bail conditions to suit the young person should be explored further. This could be an excellent way of enabling effective participation by young people in proceedings and it could allow case managers empower young people with a view to changing mindset.

From the data that emerged from this small-scale study the programme appears to be achieving the aims and objectives described by the programme co-ordinator. However, given the dearth of research in the area it is recommended that an in-depth evaluation of the programme is conducted to inform best practice going forward and to indicate the level of resources that should be committed to the programme.

5.5 Potential Areas for Further Research

It was not feasible in the context of this study to look at the impact case management is having on offending rates, whether it is reducing recidivism or the experiences of young people being managed. A longitudinal study could be most informative. Additionally, an interesting theme to emerge was the use of the principles of procedural justice and how the young people responded very well under those conditions. Further research into this element of the study could inform the broader context of policing young people and how to mange youth offending.

Participants reiterated the findings of research conducted by Kilkelly (2005) and Carroll and Meehan (2007) into the difficulties encountered in the Children Court. As nearly a decade has elapsed since those studies, it is suggested that the operation of the Court be explored again in further research. That research could also focus on the impact protracted cases are having on the mindset of young people.

5.6 Chapter Conclusion

It is clear from the findings of this research that the case management programme is operating as a multifaceted tool for managing youth offending in Ireland. There are no dedicated bail support services in Ireland and case management appears to be filling some of that gap. Case management is clearly about co-ordinating court cases and monitoring bail compliance but the experiences of the case managers interviewed go beyond that. A relationship evolves with the young person that places the case manager in a prime position to support the young person throughout the criminal justice process and to enable the conditions to develop that can stop offending. That is a key aim of the programme and this research indicates that the case managers can achieve this aim, but only as part of a broader multi-agency approach. There are significant issues with resource allocation and the fact that operational Gardai are required to give significant personal commitment to fulfil their obligations and are sometimes frustrated by a lack of time to focus on case management.

There is significant scope for further research into the programme. This research gives an insight into the very complex and dynamic nature of the case management relationship but also highlights the effectiveness of the support offered to young offenders by their case managers. The research shows some exceptional work being done by Gardaí to assist young people who are caught up the in the criminal justice system. The impact of the programme on crime and youth offending will only be gauged through further research and quantitative analysis. This should be a priority of An Garda Síochána.

BIBLIOGRAPHY

An Garda Síochána. (2009). *Public Attitudes Survey 2008*. Templemore: Garda Research Unit

An Garda Síochána. (2012). *An Garda Síochána: Children and Youth Strategy 2012 – 2014*. Dublin: Garda Organisational Development Unit

An Garda Síochána. (2013). *Annual Report of the Committee Appointed to Monitor the Effectiveness of the Diversion Programme 2012*. Dublin: Garda Youth Diversion Office

Barry, M. (2006). *Youth offending in transition: The search for social recognition*. Abington: Routledge

Baxter, L., Hughes, C. & Tight, M. (2006). *How to* Research. Berkshire: Open University Press

Becker, H. (1963). *Outsiders*. New York: Free Press

British Society of Criminology. (2006). *Code of ethics for researchers in the field of criminology*. London: British Society of Criminology accessed online on the 12th March 2014 at http://www.britsoccrim.org/docs/CodeofEthics.pdf

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3 (2). p 77-101 accessed online on the 17th March 2014 at http://eprints.uwe.ac.uk/11735/2/thematic_analysis_revised_-_final.pdf

Bryman , A. (2012). *Social research methods (4th Ed)*. Oxford: University Press

Carroll, J, Meehan, E. & McPhillips, S. (2007). *The Children Court: A national study*. Dublin: Association for Criminal Justice Research and Development

Case, S. & Haines, K. (2009). *Understanding Youth Offending: Risk factor research, policy and practice*. Devon: Willan

Centre for Social and Educational Research. (2007) *Young people and crime research policy and practice*. Dublin: Centre for Social and Educational Research, Dublin Institute of Technology

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass accessed online on the 8th March 2014 at http://www.sagepub.com/upm-data/13421_Chapter4.pdf

Dawson, C. (2012). *Introduction to Research Methods: A practical guide for anyone undertaking a research project*. Oxford: How to Books Ltd

Department of Justice, Equality and Law Reform. (2006). *Report on the youth justice review*. Dublin: Stationery Office

Dublin Institute of Technology. (2013). *Ethical Guidelines in Research.* Dublin: Dublin Institute of Technology accessed online on the 15th February 2014 http://www.dit.ie/researchandenterprise/researchatdit/ethicsindit/content/guidelines/ 14th March 2014

Denzin, N. K. & Lincoln, Y. (Eds.). (2005). *The Sage handbook of qualitative research* (3rd ed.). CA: Sage

European Commission. (2011). *An EU Agenda for the Rights of the child.* Communication from the Commission to the European Parliament. Brussels: European Commission accessed online on the 12th May 2014 at http://ec.europa.eu/justice/policies/children/docs/com_2011_60_en.pdf

Farrington, D.P. (2002). Developmental criminology and risk focused prevention in Maguire, M., Morgan, R., and Reiner, R. (eds) *The Oxford Handbook of* Criminology. 3rd ed. Oxford: Oxford University Press

Farrall, S. & Bowling, B. (1999). Structuration, Human Development and Desistance from Crime. *British Journal of Criminology*, 17(2): 252–67

Feeney, N. & Freeman, S. (2010). What do Young People think of the Gardaí. *Youth Studies Ireland* 5, 1

Freeman, S. (2008). The Experience of young people on remanded in custody: A case for bail support and supervision scheme. *Irish Probation Journal* 5, 91-102

Freeman, S. & Seymour, M. (2010). 'Just waiting': The nature and effect of uncertainty on young people in remand custody in Ireland. *Youth Justice* 10(2): 126–142

Gelsthorpe, L. & Sharpe, G. (2004). Gender: youth crime and justice. *Youth Crime and Justice: Critical Reviews.* London: Sage.

Glueck, S. & Glueck, E. (1937). *Later Criminal Careers.* New York: Commonwealth Fund

Goldson, B. & Munice, J. (2006). *Youth Crime and Justice*. London: Sage

Graham, J. & Bowling, B. (1995). *Young People and Crime, home Office Research Study No. 145.* London: HMSO

Her Majesty's Home Office. (1997). *No More Excuses: a new approach to tackling youth crime in England and Wales*. London: HMSO

Her Majesty's Home Office. (2004). *Criminal Statistics England and Wales 2003*. London: HMSO

Hinds, L. (2007). 'Building Police Youth Relationships: The importance of procedural justice'. *Youth Justice* 7(3): 195-209

Hirschi, T. (1969). *Causes of delinquency.* Berkeley, CA: University of California Press

Hopkins Burke, R. (2005). *An introduction to criminological theory.* Devon: Willan

Holstein, J. & Gudrum, J. (2008). *Handbook of Constructionist research*. New york: Guilford Press

Hough, J. (2010 July, 16) Bail support for young offenders never rolled out. *Irish* Examiner, p. 6

Hough, M. (2013). Procedural justice and professional policing. *Criminology and Criminal Justice*. 13: 191-190

Hough, M. & Roberts, J. (2004). *Youth crime and youth justice: Public opinion in England and Wales*. London: Institute of Criminal Policy and Research

Irish Youth Justice Service. (2011). *Designing effective local responses to youth crime*. Dublin: Irish Youth Justice Service. Accessed online on the 5th April 2014 at http://www.iyjs.ie/en/IYJS/GYDP%20Baseline%20Report.pdf/Files/GYDP%20Baseline%20Report.pdf

Irish Youth Justice Service. (2007). *National Youth Justice Strategy 2008 - 2010*. Dublin: The Stationary Office.

Kelly, R. & Renshaw, L. (2013). *Bail and remand for young people in Australia: A national research project*. Australian Institute of Criminology: Research and Public Policy Series

Kellough, G. & Wortley, S. (2002). Remand for plea: Bail decisions and plea bargaining as commensurate decisions. *British Journal of Criminology* 42: 186–210

Kilkelly, U. (2005). *The Children's Court: A Children's Rights Audit: An Analysis of the Extent to Which the Children's Court Operates in Line With National and International Standard*s. Irish Research Council for the Humanities and Social Sciences

Kilkelly, U. (2006). *Youth Justice in Ireland. Tough Lives: Rough Justic*e. Dublin: Irish Academic Press

Kilkelly, U. (2008). *Children's Rights in Ireland: Law, Policy and Practice*. Dublin. Tottell.

Kilkelly, U. (2008a). *Youth Courts and Children's Rights: The Irish Experience*. The National Association for Youth Justice. Sage

Laub, J.H., & Sampson, R. (2001). Understanding desistance from crime. *Crime and Justice*. 28: 1-69

Mazerolle, P. & Sanderson, J. (2008). *Understanding remand in the juvenile justice system in Queensland*. Brisbane: Griffith University. Accessed online on the 5th May 2014 at http://www.griffith.edu.au/__data/assets/pdf_file/0016/338110/understanding-remand-in-the-juvenile-justice-system.pdf

McCullagh, C. (1996). *Crime in Ireland: A Sociological Introduction*. Cork: Cork University Press

McNeill, F. (2006). Community supervision: context and relationship matter. *Youth Crime and Justice: Critical Issues.* Accessed online on the 7th June 2014 *http://www.ipcaworldwide.org/resources/Articles/community-supervision.pdf*

McNeill, F. (2009). What works and what's just? *European Journal of Probation, University of Bucharest*. 1(1), 21-40

McPhillips, S. (2005). *Dublin Children Court: A pilot research project*. Dublin: Irish Association for the Study of delinquency.

Moore, B. (2007). *An Exploration n the Effectiveness and Efficiency of An Garda Síochána, Dublin North Central Division, in dealing with Children before the Dublin Metropolitan Children Court*. Unpublished An Garda Síochána

Muncie, J. (2004). *Youth and Crime*. (2nd ed) London: Sage.

Newburn, T. (2007). *Criminology*. Devon: Willan

Newburn T. & Reiner, R. (2012). Policing and the police in, M., Morgan, R. & Reiner, R, (Eds) (2012) *The Oxford handbook of Criminology* (5th ed). Oxford: Oxford University Press

Nelson, E. McBride, S. O'Riordin, O. & Smyth, P. (2010). *Beyond the margins: Building trust with young people*. Belfast: Public Achievement accessed online on the 7th June 2014 at http://www.publicachievement.com/PublicAchievement/files/8f/8fbf075d-1132-44dc-84a0-ac5c2c279419.pdf

New Zealand Ministry of Social Development. (2014). *National Youth Justice Strategy. Supported bail: Service specifications*. New Zealand Ministry of Social Development. Accessed online on the 8th May 2014 at http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/supported-bail-service-specifications.pdf

O'Mahony, D. (2001). Young people, crime and criminal justice; Patterns and prospects for the future. *Youth and Society: An International Journal* Vol. 32 (1), 60-80

O'Mahony, P. (2000). *A Brief Overview of Juvenile Justice in Ireland in Children, Young People and Crime in Britain and Ireland: From Exclusion to Inclusion*, edited by Barry M, Burke O, Connolly J, and Curran J Edinburgh: Scottish Executive Central Research Unit, 130-145.

O'Mahony, P. (2009). The Risk Factors Prevention Paradigm and the Causes of Youth Crime: A Deceptively Useful Analysis? *Youth Justice* 9(2), 99-114

Pepper, C. & Wildy, H. (2009). Using narratives as a research strategy. *Qualitative Research Journal.* 9:2, 18 – 26

Prochaska, J.O. & DiClemente, C.C. (1982), Transtheoretical therapy: Toward a more integrative model of change. *Pscychotherapy: theory, research and practice*, 19, 276-288.

Punch, K. (2005). *Introduction to social research – quantitative & qualitative approaches*. London: Sage

Richards, K. & Renshaw, L. (2013). *Bail and remand for young people in Australia: A national research project*. Australian Institute of Criminology. Accessed online on the 7th April 2014 at http://www.aic.gov.au/publications/current%20series/rpp/121-140/rpp125.html

Robson, C. (2011). *Real world research (3rd Ed).* Oxford: Blackwell

Rubin, H. J., & Rubin, I. S. (1995). *Qualitative interviewing: The art of hearing data.* CA: Sage

Sampson, R. and Laub, J. (1993). *Crime in the Making: Pathways and Turning Points Through Life.* Cambridge, MA: Harvard University Press.

Saladana, J. (2012). *The coding manual for qualitative researchers*. London: Sage.

Savin-Baden, M. & Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. London: Routledge.

Seideman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences.* New York: Teachers College Press

Seymour, M. (2004) *Juvenile Justice in the Republic of Ireland.* Report prepared for the Thematic Working Group on Juvenile Justice, European Society of Criminology. Accessed online on the 6th April 2014 http.www.*esc-eurocrim.org/files/juvenile_justice_in_the_republic_of_ireland.doc*

Seymour, M. (2013). *Youth justice in context: Community, compliance and young people.* London: Routlege

Seymour , M. & Butler, M. (2008). *Young people on remand. The National Children's Strategy Research Series.* Dublin: The Stationary Office

Sanders A., & Young, R. (2007). *Criminal Justice.* London. Oxford University Press

Shaw, C.R. & McKay, H.D. (1972) *Juvenile delinquency and urban areas*. Chicago: University of Chicago Press

Smith, D. (2013). Phenomenology. *The Stanford encyclopaedia of philosophy.* Accessed online on the 7th April 2014 at http://plato.stanford.edu/archives/win2013/entries/phenomenology

Silverman, D. (2013). *Doing qualitative research: A practical handbook.* London: Sage

Statistics and Research Branch of the Northern Ireland Office. (2006). *Evaluation of the Bail Supervision and support scheme*. NIO Research and Statistics Serices, 13.

Sweeney, R. (2012) *Garda Youth Crime Case Management National Report*. (Unpublished Report) An Garda Síochána

The Youth Court of New Zealand. (2009). Support Bail Pilot Programme – comment by Judge Becroft. *Principal youth Court Judge's Newsletter.* 41: 4 accessed online on the 8th May 2014 at http://www.justice.govt.nz/courts/youth/publications-and-media/principal-youth-court-newsletter/issue-41#4

Thomas, S. & Goldman, M. (2001). *Guide to the National Standards for Bail Supervision and Support Schemes*. Youth Justice Board: Bail Information and dissemination unit. Accessed online on the 8th May 2014 at http://yjbpublications.justice.gov.uk/enb/Resources/Downloads/GuidanceForBailSupervision.pdf

Tyler, T. (2011). Trust and legitimacy: Policing in the USA and Europe. *European Journal of Criminology.* 8:254

United Nations (1989), *Convention on the Rights of the Child (CRC)* Adopted by General Assembly resolution 25/44 of 20th November 1989

Young, P., O'Donnell, I., and Clare, E. (2001). *Crime in Ireland Trends and Patterns 1950 to 1998.* Dublin: National Crime Council. Accessed online on the 7th April 2014 at http://www.crimecouncil.gov.ie/downloads/CrimeReport.pdf

Walsh, D. (2005). Juvenile Justice. Dublin: Thomson Roundhall

White, R. & Cunneen, C. (2002). Social class, youth crime and justice. *Youth crime and justice: Critical issues.* 17, 29 accessed online on the 12th June 2014 http://www.uk.sagepub.com/stout/02-Muncie-YCJ-Ch%2002.pdf

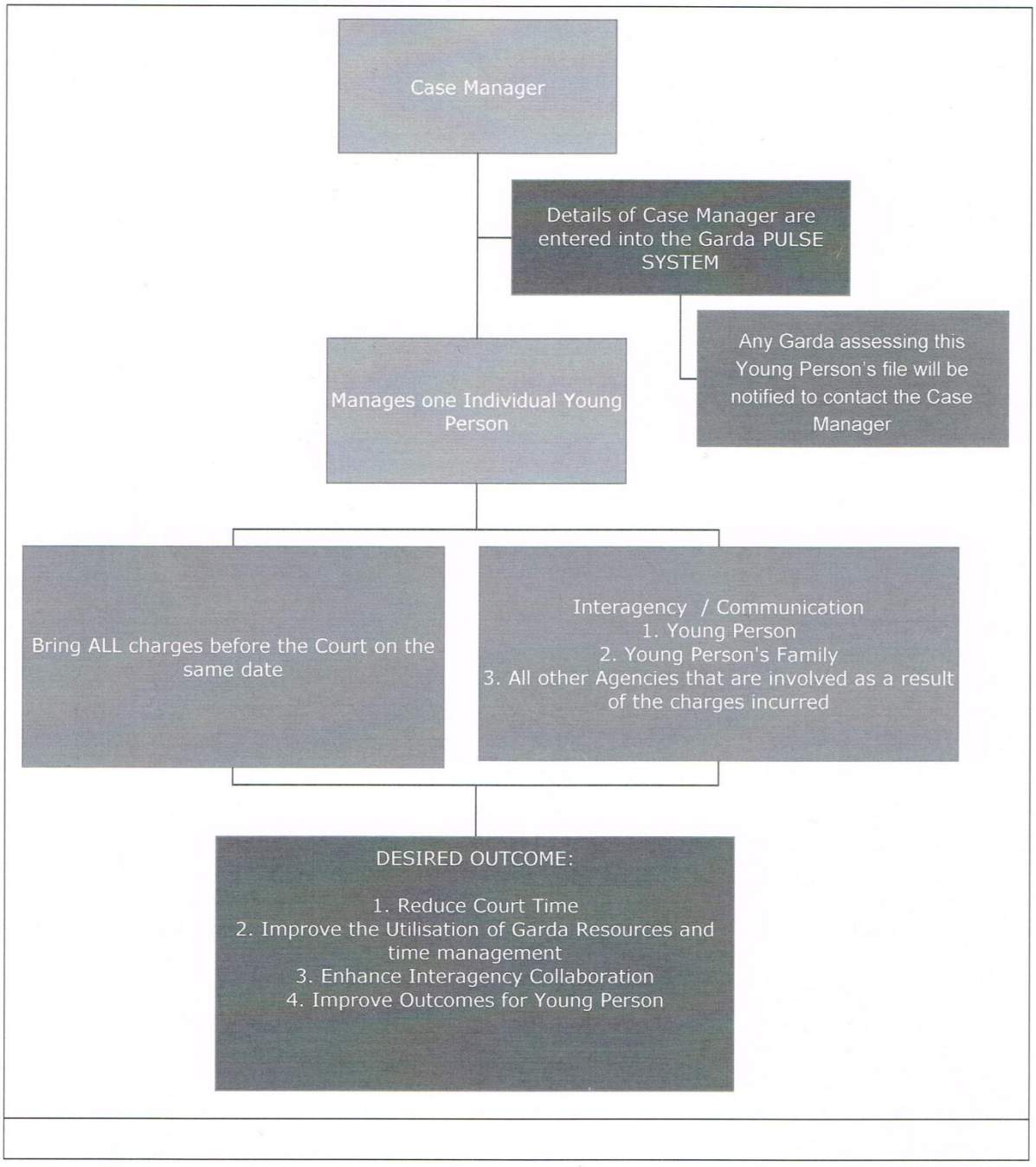
Wisker, G. (2008). *The postgraduate research handbook*. (2nd Ed). New York: Palgrave MacMillan

APPENDICES

Appendix A	Case Management Process
Appendix B	Interview Schedule
Appendix C	Interview Transcript – CM1 (Pilot Interview)
Appendix D	Interview Transcript – CM4
Appendix E	Stages of Data Analysis
Appendix F	Consent form – Dublin Institute of Technology
Appendix G	Consent form – An Garda Síochána
Appendix H	Information and Consent Letter to Participants

APPENDIX A

Case Management Process



APPENDIX B

Interview Schedule

Research as part of M.A. (Criminology) Dissertation:

The Garda Youth Crime Case Management Programme -

A Garda Perspective on the relationship dynamic between young offenders and their case manager

---

Stage 1 – Rapport Building

Introductions, background to the researcher and the research.

The aim of this interview is to gain an insight into the relationship that exists between you as a Garda case manager and the young offender that you manage.

The Dynamic between the parties together with the impact of the conflicting roles of case manager as a bail enforcer and a support for the young person are key to the research.

Explanation of how the interview will be conducted. Freedom to talk, seeking as much detail as possible.

Stage 2 - Background

- Without disclosing the identity of the young person can you give a brief background of the young person, age, family status, background, previous offending and current proceedings before the Court.

- Have you any training or experience in dealing with young people prior to the case management training?

Stage 3 - Key Questions

RELATIONSHIP

1. How did you go about your initial meeting with the young person
2. How did you build up trust and rapport, what strategies did you employ at the initial stages
3. Describe the role of the offenders family (+/- influence)
4. How has your relationship changed over time – the offender and the family – what contributed to this
5. How have you dealt with difficulties and breaches
    a. have you adapted your strategy
    b. how do you re-engage if there are breaches to reflect role as a supporter

DUAL ROLE

6. Bail compliance – what strategies do you employ to ensure bail compliance – does the young person understand your role
7. How do you balance the conflicting role of bail enforcer and a support for the young person

COURT

8. What is your role in Court
9. Is there a relationship with the Judge / Court / other services

Stage 4 – Re-Cap , recommendations and conclusion

- Can you describe your views of the overall experience as a case manager
- Can you outline the difficulties you encountered as a case manager – operationally and personally
    - What improvements could be made (training, process or organisational)

APPENDIX C

INTERVIEW TRANSCRIPT #1 - PILOT

Research as part of M.A. (Criminology) Dissertation:

The Garda Youth Crime Case Management Programme -

A Garda Perspective on the relationship dynamic between young offenders and their case manager

---

Present: Jonathan O'Brien – researcher

[CM1], Garda and youth case manager

5 years service with An Garda Siochana, Dublin Northern Division

Currently attached to Regular Unit, [redacted] Garda Station

Conducted at: Consultation room, Children Court, Smithfield

On: Tuesday 8th July 2014

At: 12.30hours

Stage 1 – Rapport building

(Not recorded)

Introductions

Background to researcher

Research Explained

Interview aim explained

Interview schedule explained

Freedom to digress and frankness explained

Consents Explained

Consents completed

Stage 2 – Background to Case Management Relationship

JOB: Interview with [CM1] in relation to case Management.

JOB: [CM1] Whenever you are ready.

CM1: [redacted]

JOB: How do you get on with the person you case manage and his family

CM1: [redacted]

JOB: Can you tell me how you went about your initial meeting with the lad and his family

CM1: [redacted]

[redacted]

JOB: Did they know what case management was before you met them?

CM1: [redacted]

JOB: What type of offences did he had

CM1: [redacted]

JOB: How is his offending at the moment

CM1: [redacted]

JOB: Can you think of anything that triggered that offence

CM1: [redacted]

JOB: Did you discuss that with him?

CM1: [redacted]

JOB: Did he understand that, did he understand the Court and what was going on?

CM1: [redacted]

JOB: Was the custody while you were case managing him, how'd he find it?

CM1: [redacted]

[redacted]

JOB: Do you find you have enough support to spend all this time with him and just call down when things are bad?

CM1: [redacted]

JOB: Any other difficulties

CM1: [redacted]

[redacted]

[redacted]

JOB: Was there any dedicated case management support or office you could look for help from?

CM1: [redacted]

JOB: How did you find the Court

CM1: [redacted]

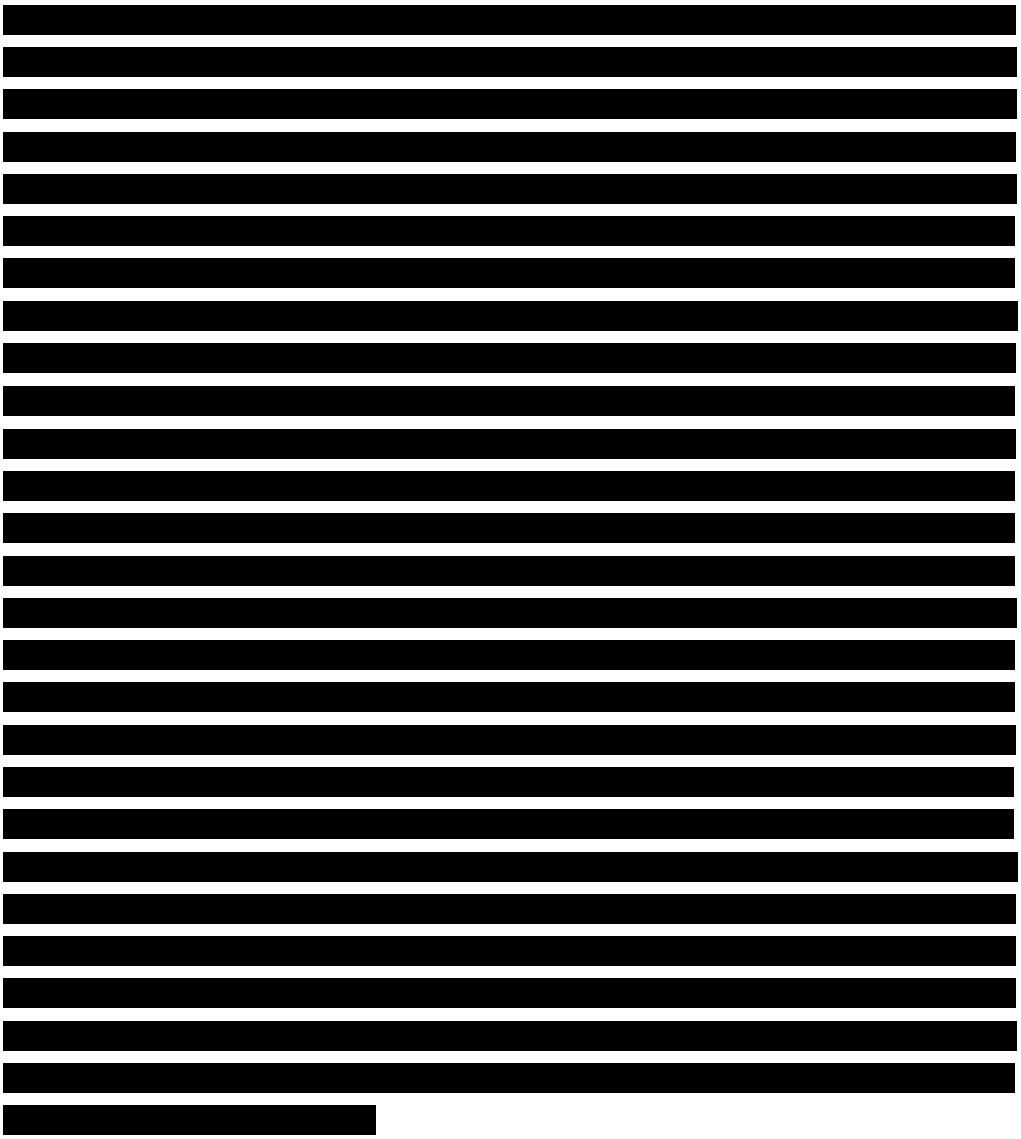
Stage 4: Difficulties

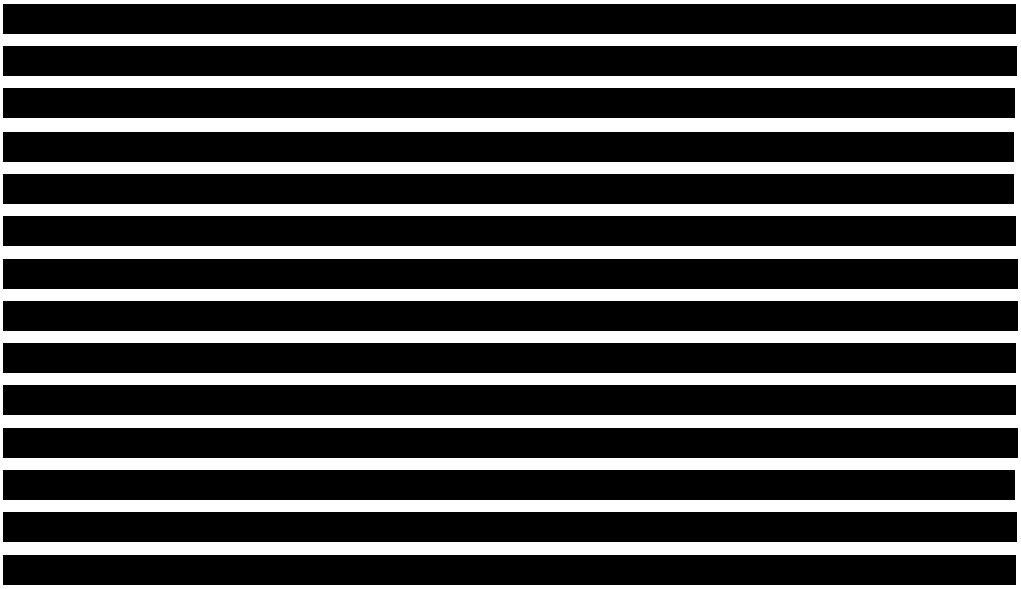
JOB: What difficulties have you encounter:

CM1: [redacted]

JOB: How has your relationship with the juvenile changed

CM1: [redacted]





[redacted]

JOB: How do you bring him around when he is like that?

CM1: [redacted]

JOB: Do you have much contact with other services?

CM1: [redacted]

[redacted]

[redacted].

JOB: What was your overall experience of the case management relationship?

CM1: [redacted]

[redacted]

[redacted]

JOB: What's his reaction when you do that?

CM1: [redacted]

JOB: If he is feeding a habit when he isn't offending, what's going on in his life?

CM1: [redacted]

[redacted]

JOB: Is there anything else that you wanted to say?

CM1: [redacted]

Stage 5 – Interview conclusion and appreciation

(Not recorded)

APPENDIX D

INTERVIEW TRANSCRIPT #4

Research as part of M.A. (Criminology) Dissertation:

The Garda Youth Crime Case Management Programme -

A Garda Perspective on the relationship dynamic between young offenders and their case manager

---

Present: Jonathan O'Brien – researcher

[CM4], Garda and youth case manager

6 ½ years service with An Garda Siochana in Dublin East Division

Currently attached to [redacted] Garda Station

Conducted at: Parade Room, [redacted] Garda Station

On: Thursday 24th July 2014

At: 15.00hours

Stage 1 – Rapport building

(Not record)

Introductions

Background to researcher

Research Explained

Interview aim explained

Interview schedule explained

Freedom to digress and frankness explained

Consents Explained

Consents completed

Stage 2 – Background

JOB: Without disclosing the identity of the young person can you give a brief background of the young person, age, family status, background, previous offending and current proceedings before the Court.

CM4: [redacted]

[redacted]

[redacted]

JOB: [redacted]

CM4: [redacted]

[redacted]

[redacted]

[redacted]

CM4: [redacted]

[redacted]

JOB: How did you build up trust and rapport, what strategies did you employ at the initial stages

CM4: [redacted]

JOB: How has your relationship changed over time – the offender and the family – what contributed to this

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

JOB: How have you dealt with difficulties and breaches

CM4: [redacted]

[redacted]

[redacted]

JOB: Bail compliance – what strategies do you employ to ensure bail compliance – does the young person understand your role

CM4: [redacted]

[redacted]

JOB: How do you balance the conflicting role of bail enforcer and a support for the young person

CM4: [redacted]

JOB: What is your role in Court?

CM4: [redacted]

[redacted]

Stage 4 – Re-Cap , recommendations and conclusion

JOB: Can you describe your views of the overall experience as a case manager

CM4: [redacted]

JOB: Can you outline the difficulties you encountered as a case manger – operationally and personally

CM4: [redacted]

JOB: What improvements could be made (training, process or organisational)?

CM4: [redacted]

APPENDIX E

STAGES OF DATA ANALYSIS

1. Notes were taken during interview, transcription and analysis stages. The researcher was thus thoroughly familiar with each interview.

2. Themes were identified after each interview. Several headings were used and the data was then coded.

3. Revised themes were adopted and the data was revisited to ensure all headings were captured and the themes selected were appropriate

4. Each transcript was then colour coded according to the themes identified. 'Copy and paste' was used for each colour coded item to bring them under the theme headings

5. The themes were then labelled with suitable titles to capture the nature of the theme and allows analysis of it

6. The findings were drafted and the most compelling examples are utilised to highlight the themes identified again by a colour coding system.

APPENDIX F

CONSENT FORM

Researcher's Name: JONATHAN O'BRIEN (use block capitals)	**Title:** MR.
Faculty/School/Department: SCHOOL OF LANGUAGES, LAW & SOCIETY DEPARTMENT OF SOCIAL SCIENCE DUBLIN INSTITUTE OF TECHNOLOGY	
Title of Study: The Garda Youth Crime Case Management Programme - An exploration of the process of engaging with high-risk young offenders to reduce re-offending	
To be completed by the: **subject/patient/volunteer/informant/interviewee/parent/guardian *(delete as necessary)***	
3.1 Have you been fully informed/read the information sheet about this study? YES/NO 3.2 Have you had an opportunity to ask questions and discuss this study? YES/NO 3.3. Have you received satisfactory answers to all your questions? YES/NO 3.4 Have you received enough information about this study and any associated health and safety implications if applicable? YES/NO 3.5 Do you understand that you are free to withdraw from this study? • at any time • without giving a reason for withdrawing • without affecting your future relationship with the Institute YES/NO 3.6 Do you agree to take part in this study the results of which are likely to be published? YES/NO 3.7 Have you been informed that this consent form shall be kept in the confidence of the researcher? YES/NO	
Signed_____ Date _____ Name in Block Letters _____ Signature of Researcher _____ Date _____	

APPENDIX G

An Garda Síochána Protocol for External Research

This document is intended to formalise the relationship between An Garda Síochána and any external researcher (student, academic institution, practitioner or agency) carrying out research into or on behalf of An Garda Síochána.

On completion of the research, we ask the researcher to submit to An Garda Síochána a summary report of the research findings for internal publication.

This document is to be completed for external research NOT funded by An Garda Síochána. This includes any individual, academic institution or agency requesting the assistance of An Garda Síochána data, personnel or resources.

	Contact Details
Name	Jonathan O'Brien
Org / Uni / Dept	Blackrock Garda Station
Address	Blackrock, Co. Dublin
E-mail	
Phone	086-

APPENDIX G

Part 1: Research Agenda

1) **Research Aim and Design**	**Please give details of the research aim, methodology and design**. **a) What is the aim of the research?** To examine the processes involved in the Garda Youth Crime case management programme. In particular to examine the relationship dynamic that exists between Garda case managers and young offenders. The research is part of a Master of Arts (Criminology) degree. The research aims to gain an insight into the operation and implementation of the programme from the perspective of six case managers from two divisions within the Dublin Metropolitan Region. **b) What methodology do you intend to use?** Qualitative Research Design Semi-Structured interview with participants in the programme **c) What sample of participants is required & how will they be recruited?** 5 – 7 Garda Case managers 1 Sergeant in charge of Children Court Participants selected by the programme co-ordinator at the AC, DMR's Office – Rose Sweeney. The limitations of this method of selection will be highlighted within the methodology section of the work.
2) **AGS Contributions required for research?**	**Please give details of the any An Garda Síochána contributions required of the research.** **a) An Garda Síochána Sponsor / Contact** Rose Sweeney – AC DMR's Office

	b) Access to An Garda Síochána Data (Please specify whether aggregated or personal data is required) Contact details for Garda case managers. **c) Access to An Garda Síochána staff (Rank, roles, unit, responsibility, quantity)** 5 – 7 Garda Case Managers – from operational units in DMR 1 Sergeant in Charge of the Children Court **d) Access to An Garda Síochána IT systems (Specific equipment, software or specialist techniques)** n/a **e) Access to An Garda Síochána sites** Garda Stations to conduct interviews of Garda case managers **f) Is your research funded by the An Garda Síochána** No **g) If it is not An Garda Síochána funded, please specify who is the funding body** Not funded **h) Any other contributions**
3) **Timescales and Deliverables**	**Please give details of any timescales or milestones required of the research**. (Please include details of your access to An Garda Síochána resources; security clearance; data collection and analysis; final reporting, publication etc) Interviews to be conducted as soon as possible prior to June 2014 Data Analysis July 2014 Dissertation presentation September 2014
4) **Corporate & Strategic Context**	**Please give details of the corporate context of the research and its scope with respect to internal or external stakeholders**. **a) How does the proposal meet An Garda Síochána strategic priorities?**

	Case Management is within the corporate strategy of An Garda Siochana **b) What are the expected benefits of the research?** Highlight the processes involved in the programme, gain an insight into the experiences of participants and identify any areas for improvements or barriers for success. The work may also form a foundation to further research into the impact the programme is having on youth offending. **c) Who are the likely audiences for the products of the research?** Academic. Dissertation will be presented to Academic Board at Department of Social Sciences in Dublin Institute of Technology. The research may be published on line by Dublin Institute of Technology **d) Any internal / external stakeholders, units, agencies or institutions involved?** Dublin Institute of Technology
5) **Next Steps**	**Would you be happy to present your findings to an An Garda Síochána-wide audience in an academic seminar?** [X] Yes [ ] No

Completed by: **Jonathan O'Brien** **Date: 18th April 2014**

BBLS (Hons, NUI), BA (Pol Stds),

Qualified Tax Consultant, AITI (2003)

Solicitor - Law Society of Ireland, also admitted in England and Wales

APPENDIX G

Part 2: Meeting the AGS requirements

(To be read and agreed by the Researcher)

- To assure anonymity and confidentiality, when handling data or other information provided by An Garda Síochána I / we will ensure the requirements of the Data Protection Act are maintained.
- I / we will acknowledge An Garda Síochána as a source of information in any final report.
- I / we will acknowledge those that carried out any original analysis / research or collection of data and declare they have no responsibility for further analysis or interpretation of it.
- I / we will submit a summary report detailing the aims, methods, findings and implications for policing to An Garda Síochána.
- I / we understand that I / we may be invited to present the research findings before an internal An Garda Síochána audience in an academic seminar.
- I / we will give access to the data / information only to persons directly associated with the project. The data will not be used in connection with any other analysis except that outlined in this document.
- I / we will maintain a list of all persons who handle the data / information provided.
- I / we will consult with the An Garda Síochána regarding any media interest in this project.
- I/ we will establish whether security clearance is required to undertake the proposed research, and complete any necessary applications relating to this.

Name (Block capitals)	Signature	Date
1: Jonathan O'Brien		18th April 2014
2:		
3:		
4:		
5:		
6:		

APPENDIX H

INFORMATION AND CONSENT LETTER TO SUBJECTS

The Garda Youth Crime Case Management Programme - An exploration of the process of engaging with high-risk young offenders to reduce re-offending

Dear [participant],

As you are aware I am a student at Dublin Institute of Technology undertaking a Master of Arts (Criminology) programme. As part of that course I am conducting research into the impact that the Garda juvenile case management programme is having on youth crime.

As part of that research I want to discuss the experiences and opinions of people involved in the programme. I have been given your details by Ms. Rose Sweeney, the programme director and I understand that you have agreed to meet with me. I am hoping to conduct an interview with you to discuss your experiences. The interview will last between thirty and forty five minutes. You do not have to agree to be interviewed, it is simply to help me with my research. You will not be paid for your time but I will give you a copy of my findings if you want them.

If you decide to participate the interview will be audio recorded to make sure I get all the detail of your experiences correct. You can decide to stop or withdraw from the interview at any time. If at the end of the interview or when I show you my findings you are not happy with the information I have or how I present it you can tell me and I will make changes that you are happy with but I will note the changes in my research.

I will have your personal details and I will ask some background questions but the research is confidential and anonymous. I will not tell anyone outside Dublin Institute of Technology who you are or where you are from. I will refer to you by your initials and I will not refer to where you are from. If you have any complaints, problems or difficulties you can talk to me about them or to the Dublin Institute of Technology Ethics Committee.

I am a member of An Garda Síochána stationed in Dublin. I am conducting this research entirely in my private capacity and not as a Garda.

The information you give me will not be used against you but if you tell me about a crime that has not been detected or anything that risks the welfare or safety of you or others I will have to deal with it and cannot guarantee confidentiality in that case. If during the interview something comes up that risks confidentiality I will let you know straight away and we can discuss it.

Thank you in anticipation. I look forward to meeting you.

Regards,

_____

086 -

APPENDIX H

CONSENT FORM

The Garda Youth Crime Case Management Programme - An exploration of the process of engaging with high-risk young offenders to reduce re-offending

I _____have read and understand the attached letter in relation to the research that I am participating in. The research has been explained to me and I understand my role and that the information I provide will be included as part of a study into the Garda juvenile case management programme. I understand that the research may be published and accessible to the general public and I consent to that.

Signed: _____

Dated: _____