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# Organizational Climate in Juvenile Correctional Institutions in Israel: A Study on Violence by Educational Instructors towards Inmates during Discipline Encounters<sup>1</sup>

Yaacov Reuven<sup>2</sup>

Kinneret College on the Sea of Galilee, Zoran, Israel

## Abstract

*The study engages in violence exercised by educational instructors towards inmates in juvenile correctional institutions. It focuses on the impact of the organizational climate on this forceful behavior, while distinguishing the various institutions on a continuum of two key characteristics: institution type (locked, inclusive and communal hostel) and the treated population type (boys, girls and co-eds). The study involves 320 educational instructors who constitute the entire instructor population in all 55 juvenile correctional institutions in Israel. It explores the instructors' intervention style during discipline events according to the model which examines three common styles: power assertion, love withdrawal and induction. The findings illustrate the nature of the therapeutic environments in the different institutions and the implications related to the degree of effectiveness, applying them in the development of these environments.*

Keywords: Organizational Climate, Correctional Institutions, Discipline Encounters, Therapeutic Environment, Violence, Pressure and Distress Situations.

## Introduction

Subjecting delinquent juveniles and adolescents in social deviation situations to authorized out-of-home treatment is a complex process. On the one hand it offers a last opportunity for rehabilitation and, on the other, embodies a risk of these adolescents' consolidation in the delinquent sub-culture. One of the risks involved in this treatment stems from the characteristics of these adolescents and from the work environments in the juvenile correctional institutions. It embodies thus a high potential for the development of a negative organizational climate which might induce staff members to react with forcefulness and violence towards the inmates during discipline encounters. This risk is mainly prevalent among educational instructors who constitute a unique worker group

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<sup>2</sup> Department of Criminology, Kinneret College on the Sea of Galilee, 17 Hassavyonimstreet, Zoran, Israel. Email: reuvenya@walla.com

functioning within a complex and bleak work environment whereby they are entrusted with the order and discipline of the inmates. Treatment practitioners concur that the exercise of an irrational authority by therapists, manifested by power assertion and love withdrawal, is experienced in fact as a violent behavior which intensifies the inmates' hostility and lack of trust towards the grownups world (Minor, Wells, Lambert & Keller, 2014). Conversely, exercising a rational authority based on setting clear boundaries, through acceptance, empathy and support of adolescents' autonomy, facilitates and establishes the inmates' relations of trust in the grownups world, leading to the former's growth and rehabilitation (Mikytuck & Cleary, 2016).

The hypothesis underlying this study is that the effectiveness degree of the treating institution is greatly related to its organizational climate. This psycho-educational approach attributes considerable importance to the staff members' ability to establish an atmosphere and suitable interpersonal relations with the inmates, placing at the center the educator as a role model (Williams & Glisson, 2014). Consequently, it is essential to examine the factors affecting the interaction between educational instructors and inmates mainly with regard to their intervention during discipline encounters, through which the instructors attempt to shape the inmates' behavior. The main research question is: "What are features of the work environment in juvenile correctional institutions which may affect the power assertion intervention type of educational instructors towards the inmates during discipline encounters?"

The study focuses on two prominent features which distinguish between the institutions on the treatment continuum: the type of institution (locked, inclusive and communal hostels) and the gender-oriented treated population type (boys, girls and coeds).

The difference between the institution type on the continuum is mostly associated with the severity of the authority exercised towards the inmates both legally and practically. Examination of this institutional characteristic enables a deeper understanding of the authorized out-of-home treatment and the implications thereof. Investigation of the gender-oriented characteristic stems from the increasing interest which the public discourse demonstrates in this issue. The reason is that boys-only and girls-only correctional institutions function according to the same principles and treatment perceptions in spite of the differences in the reasons for referral to treatment pertaining to most cases.

### **Juvenile Correctional Institutions in Israel**

The study was conducted in authorized out-of-home treatment institutions which are under the jurisdiction of the Israeli Ministry of Welfare and Social Services. Adolescents aged 12-20 years, who demonstrate delinquent and deviant behavior, are referred to these institutions pursuant to the law. This is done when the communal treatment has not been sufficiently effective for helping them, and their rehabilitation attempts have failed. These adolescents are characterized by particularly severe functional habits, such as: external locus of control, deficient socialization habits, vagrancy, association with groups at the margin of society and dropout from educational frameworks. In numerous cases they use psycho-active substances and engage in criminal activity and patterns of delinquency, disobedience to boundaries and refusal to accept authority. Many of these youth have suffered extreme experiences and consistent failures on the personal level as well as on their interpersonal

and social level. Consequently, they find themselves in situations of functional and emotional crises and are considerably exposed to risk factors. These factors make it necessary to refer them to authorized out-of-home treatment institutions enabling thus the beginning of their treatment and creation of a rehabilitation option (Reuven, 2015).

Referral to these institutions is executed pursuant to two laws which stipulate intervention and authorized therapeutic procedure. The first is the Law of Youth, Judgment, Punishment and Methods of Treatment (1971), applicable to youth charged with criminal activities. The second is Law of Youth, Treatment and Custody (1971), applicable to children and youth in need of protection (in Melamed, 2001).

The institutions are distinguished by the duration of intervention, its intensiveness and the level of control over and supervision of the inmates. Moreover, they differ by gender and sector: separate institutions for boys and girls, Jews and Arabs, orthodox and secular individuals (Reuven, 2008). This distinction stems from the perception that youth should be treated according to the values of the culture of origin in order to facilitate their re-integration into their community of origin (Samselik, Smadja & Moyal, 2007). Hence, staff members in these institutions usually belong to the cultural group of the inmates. The treatment principle underlying the practice in these institutions comprises strict boundaries, discipline and regular course of daily activities, all performed in a warm and containing atmosphere. In order to accomplish this goal, instructors apply behavioral instruments based on rewards for positive behavior and deprivation of rights following negative behavior. To these are added cognitive work methods grounded in changing thinking processes (Reuven, 2015).

The entire correctional institution network operates in accordance with one work perception, assimilated among the institution staff member through uniform work procedures, code of ethics, training setup, orientation towards the workers and current inter-institutional communication (Ben-David & Reuven, 2015). However, it is hypothesized that work environments with a different organizational climate will develop in the institutions according to two prominent institutional features which distinguish between the institution, namely institution type on a continuum and treated population type. Regarding the first feature, the institutions are divided into three types: locked institutions, inclusive institutions and communal hostels. The locked institutions are total institutions, allowing maximum control over the inmates. The inclusive institutions are also total institutions and provide all the inmates' livelihood needs. Nevertheless, unlike locked institutions, they are less physically protected (walls, locks, isolation and so on) and the inmates there have a basic motivation to cooperate with the staff in the therapeutic procedure. Conversely, the hostels are open institutions located within the community. The lifestyle there is relatively independent and during the day the inmates are integrated in communal education or occupation frameworks. All the institutions operate as a network which allows mobility between the various institutions on the continuum according to the adolescents' functional and emotional state and their needs. Although all the inmates in the institutions have essentially similar characteristics, this condition leads to a higher frequency of discipline encounters which might constitute a source of pressure, stress and anxiety. These factors can affect the organizational climate in the institutions and entail differences in the level of violence exercised towards the inmates during these discipline encounters in accordance with the institution's level of totality.

With reference to the type of treated population (boys, girls, coeds), most of the boys in the boardinghouses are characterized as delinquents removed from their homes because

they have caused harm to society. Conversely, most of the girls are removed from their home in risk situations resulting from their tendency to harm themselves or because they are being abused (Epstein & González, 2017). This deep distinction, according to which boys harm and girls are harmed, might affect the organizational climate developing in the institution, leading to the educational instructors' attitude and level of violence and aggression during discipline encounters. In recent years, several coeds institutions (boys, girls) have been established, based on the perception that co-education facilitates the growth of a normative environment. This might also affect the instructors' level of violence towards the male and female inmates during these encounters.

### **Educational Instructors in Correctional Institutions**

The authority of staff members in boarding houses stems from the level of the institutions' authority and the court obliges the inmates to obey this authority. Inmates in these institutions are deprived of certain degrees of freedom. As a result, this reality sometimes entails frustration among the inmates manifested by breaking the rules and confronting the authoritative system and staff members representing it (Levy & Reuven, 2017).

Educational instructors form part of the multi-professional staff in the boarding houses. Most staff members have a professional academic education and they engage in professional roles. On the other hand, the educational instructors' function lacks a professional definition or professional training. The formal threshold requirements for this position are the age of 24 years and 12 years of schooling (Ben-David & Reuven, 2015). Educational instructors are defined as paraprofessional workers. They perform a comprehensive function and their area of responsibility is rather extensive. Grupper and Eisikovits (1992) described the boarding house instructors as youth workers who need a timeout without having to make a long-term commitment. Moreover, they depicted them as young people who need an opportunity for an experiential learning while using their intuitive skills as a basis for searching their professional way in future.

Nevertheless, the instructors' continuous daily exposure to the inmates, their great emotional proximity and involvement in the comprehensive life space, turn them into most meaningful figures in the eyes of the inmates. Generally speaking, the instructors' position embodies a considerable part of the parental treatment functions, among them assisting the inmates to grow up, acquire a sense of confidence and nurture their self-esteem. Moreover, they play an essential role in assisting the inmates to adjust to the boarding house and in shaping their behavior (Shalom, 1980). The instructors' position encompasses the physical treatment as well as the supervision and care of the inmates' daily life, such as dressing, eating, maintaining order and discipline. They also see to it that the inmates comply with the living routine in the boarding house, e.g. working, learning, following hours of going out and coming back and observing appropriate rules of conduct (Barnes & Bourdon, 1990).

If case they neglect to comply with them, they face punishments which serve as an indication of boundaries (vacation deprivation, denial of phone calls, transition to locked institution of a harsher nature and more). This reality frequently entails the inmates' frustration manifested by disobeying the regulations and "breaking the rules", leading to recurrent confrontations with the educational instructions (Levy & Reuven, 2017).

### **Organizational Climate in the Institutions**

As a rehabilitation framework, the institutions are an organization whereby people with no kinship relations live together in one place under a central authority during all hours of the day, throughout a fixed or indefinite period. It functions as a total framework which dominates its inmates' entire daily activities and life systems. By its very essence, this framework dictates the nature of social relations in it which are characterized by a sharp division into two groups: staff members and opposite them the inmates. The interrelations prevalent in the boarding house among the staff members, between the inmates and the staff members and the inmates among themselves constitute a vital and assimilated part of the institution's practice (Goffman, 1963; Wallins, 1981).

The institution's staff is an essential component in the rehabilitation of juvenile delinquents. Their behavioral patterns and the organizational climate in the institutions might determine its degree of effectiveness (John, 2017). The organizational climate is grounded in values which develop in the institution. Similarly to any organization, the institutional set of values complements the basic and personal set of values of its staff members. It cannot be measured and sometimes is not manifested by the institutional regulations and procedures. This set of values however attributes a meaning and direction. It is particularly strong when it is obvious and its validity is measured by the attitudes and behavior of the staff members as people and as workers vis-à-vis the inmates (Malloy, Acock, DuBois, Vuchinich, Silverthorn, Ji & Flay, 2015). Teachers' perceptions of school organizational climate as in fact the organizational climate is determined by the way in which the staff members translate, based on their experience, signs and symbols which guide the behavior expected from them. This climate is defined as a set of features which have existed in the organization for a long time, distinguishing it from other organizations and impacting the individuals comprising it. This concerns a collection of perceptions which are common to the organization members, reflecting the way they describe and interpret their organizational environment (barbera, 2014).

Due to the unique features of the educational instructors' function it is hypothesized that this group has the potential to develop a sub-culture of its own within the institution's staff. The educational instructors are together over time. They bring with them or create certain expectations about the behavior of each other and may develop an organizational climate which is unique only to them. Thus for example, in the case of an emotionally-charged or anxiety-evoking event, i.e. an educational instructor being attacked by one of the inmates in the group, the immediate set of behaviors which follows the event tends to set a norm. This norm might become a faith and thereafter a hypothesis if the same pattern is repeated (Lambert, Hogan, Griffin & Kelley, 2015). Reconstruction of the crucial events in the group and the way other instructors coped with it might lead to internalization of behavioral norms towards the inmates, norms which constitute the infrastructure for the organizational climate in the institution.

### **Exercise of Authority and Intervention Styles during Discipline Encounters**

The exercise of legal authority is a treatment model grounded in the perception that in certain situations this is a unique 'therapeutic opportunity'. The authority, being another and different element of the treatment, undermines the patients' equilibrium and raises their chances to get reorganized and cope differently with their life. This is sometimes the only way for treating specific people who during this treatment feel for the first time order

or logic in their life, a situation which constitutes an opening and opportunity for change (Wells, Minor, Lambert & Tilley, 2016).

Winnicott (1995) underscores the importance of exercising authority with delinquents who suffer from personality disorders and ego weakness. This is a means of transmitting to them a sense of care and concern. For these patients, the workers using authority serve as super-ego on behalf of society. They represent a warm and understanding parental figure who has an additional task of setting the requirements of reality. Winnicott (1995) explains that when this involves children with an anti-social tendency, they oblige the surrounding through their irregular behavior to be attentive to them and to take control over them. These children need a therapeutic framework in a stable environment and a treatment consisting of concern and protection. Moreover, they need therapists capable of coping with stress evoked by the children's impulsive behavior.

There is apparently a consensus regarding the importance of exercising authorized out-of-home treatment whenever necessary. Nevertheless, there are those who caution against the risks this treatment embodies due to the considerable force and power granted to one person towards another. In the absence of awareness and understanding, the former might use it arbitrarily, with force and even violence (Hutchinson, 1987; Munaker, 2002). Fromm (1947) differentiated between rational and irrational authority. The rational authority is rooted in competences, ability and practicum of the authoritative people. They are granted authority on the basis of their abilities to function and professionally accomplish the tasks within their area of expertise. Conversely, the irrational authority consists of exercising power on and towards people. An inequality exists between the authoritative people and the individuals towards whom the authority is exercised, the authoritative people having great power whereas the subordinates sense fear. Educational instructors are thus expected to exercise rational authority while setting the boundaries during discipline encounters with the inmates.

Setting boundaries is considered a key element in intervention or authoritative treatment (not necessarily pursuant to the law). Moos (1996) attribute great importance to the setting of boundaries during the authoritative treatment since in this manner several objectives can be accomplished. For example: stabilizing the immediate situation of the inmates; support of the ego in its efforts to control impulses; alleviation of external and internal stress which enable the therapist to function in a most adjustable way; response to the need for security and protection; and a means through which the unconscious and unsatisfied needs of dependency meet. In order to render effective the setting of boundaries, they should be realistic and acceptable, matching the functions of age and gender and the developmental needs. According to Moos (1996), it is essential to set boundaries which are not punitive, are consistent and are only valid for behavior rather than for emotions.

The professional literature engaging in the issue of setting boundaries relates mainly to parents' behavior during discipline encounters with their children and the implications of this behavior (Eisikovits, 1980, Omer, 2000). As mentioned, educational instructors play a parental role as certain parts of their position. Hence, this literature can be applied for understanding the dynamic created between instructors and inmates during discipline encounters.

The term 'discipline encounters' relates to the dynamic transpiring when parents wish to change an undesirable behavior of a child. This parental aspiration to change their

children's behavior is demonstrated by several ways which greatly impact the nature of children's identification with their parents. If these encounters are accompanied by a clear emotional charge of affection and support of the child, combined with the setting of boundaries, then the child would feel protected and safe. If the boundaries are punitive by nature and are accompanied by aggressiveness and violence, they entail a strong sense of fear (Shoham, Rahav & Adar, 1987). Force is attributed to the emotional charge of these encounters, intensifying their impression in the child's memory. Researchers argue that discipline encounters of children with their parents or with meaningful authoritative figures are greatly important in determining the nature of identification and obedience of the norm on the one hand (Lamb, Katterlinus & Fracasso, 1988) and to juvenile delinquent behavior on the other (Shaw & Scott, 1991).

Hoffman (1970) presented three intervention styles during discipline encounters. The first is *Power assertion* – a term which includes physical punishment and verbal threats. The second is *Love withdrawal* – an expression of anger or disagreement with children's behavior by ignoring them, e.g. turning one's back on them, refusing to talk to them or threatening to abandon them. The third is *Induction* – justifying the request for behavioral change. A classic example for this kind of discipline encounter is indicating undesirable or harmful consequences of children's behavior. The objective is to convince the children to change their behavior by their own initiative.

The first two approaches to discipline encounters are forceful and include power assertion and violence. They rely on the fear evoked by the forceful reaction or the physical punishment designed to prevent undesirable behavior in practice. The second approach of love withdrawal does not use physical force but it embodies a direct expression of anger and is considered a punitive approach. Conversely, the induction approach is not punitive. Its main purpose is to convince inmates to change their behavior by making a personal decision. Hence, it can facilitate the connection between the cognitive comprehension of the parents' demands and internal resources for understanding the circumstances (Hoffman, 1975). Since educational instructors usually have no predefined and high levels of uncertainty in response methods, they seek a way to apply the coping mechanisms known to them from their workspace and its organizational climate (Winnicott, 1999).

Research findings supported this model. A comprehensive study conducted in New Zealand illustrated that delinquent and violent youth had experienced in their childhood violence, threats and intimidation by their mothers (Ritchie & Ritchie, 1983). Others found that 'induction' as a meaningful approach is in line with orderly behavior of normative adolescents (Barber, Bolitho & Bertrand, 2001; Shaw & Scott, 1991).

Throughout discipline encounters, educational instructors exercise the authority granted to them for shaping the inmates' behavior while setting clear boundaries. Since the institutions do not usually have clear and predefined reaction methods, the instructors are searching their way while relying on coping and protection ways familiar to them from the work environment. The hypothesis is therefore that the organizational climate prevalent in the institution will affect the instructors' intervention styles.

The research hypotheses derived from this assumption are as follows:

1. The type of institution and type of treated population will be correlated with the degree of the educational instructors' forceful and violent behavior during discipline encounters. The more locked the institution is, the more the educational

instructions will be inclined to react in the style of 'power assertion' and 'love withdrawal' as compared to instructors in communal hostels who will tend to react in the 'induction' style.

2. Educational instructors in boys-only institutions will tend more to react by 'power assertion' and 'love withdrawal' during discipline encounters as compared to educational instructors in girls-only and co-eds institutions who will tend to react more by 'induction'.

## **Method**

### ***Research Population***

The study was conducted in all the 55 juvenile correctional institutions under the jurisdiction of the YPA- Youth Protection Authority in the Welfare and Social Services. The institutions include 40 hostels (18 for boys, 15 for girls and 7 coeds; 10 inclusive institutions (5 for boys, 2 for girls and 3 coeds); and 6 locked institutions (3 for boys and 3 for girls). During the period of the study, 824 adolescents were staying in the institutions, 565 boys (64.2%) and 255 girls (35.8%). Their age ranged between 12-20, most of them (77.4%) aged 13-14. 47% of the inmates were referred pursuant to the criminal law, after having been accused of criminal offences or during criminal proceedings. 53% were referred according to the civil law due to their at-risk situation. 67% of those referred on delinquent background were boys whereas 88.4% of those referred because of the need to protect them were girls. Analysis of the data related to the delinquent behavior and deviant behavior which constituted the circumstances for removing the adolescents from their home and placing them in the different institutions, illustrated the following distribution of offence types. Among the boys, 38% committed property offences, 27% committed driving a car without a driving permit offences, 13% violence offences, 19%sex-oriented offences and 8% drug abuse offences. Conversely, 95% of the girls were in a state of promiscuity, 85% were engaged in drugs and alcohol abuse, 40% developed patterns of eating disorders, 70% performed suicidal attempted, 10% were involved in prostitution and 5% committed violence offences.

The research population comprised 320 educational instructors who constitute the entire instructor population in the institutions under the jurisdiction of the Youth Welfare and Social Services. Fifty instructors did not fill in the questionnaires as required and hence were disqualified. Out of the 270 educational instructors who participated in the study, 64.3% (n=173) were male and 35.7% (n=96) were female. 46.4% of them (n=122) work in hostels, 31.6% (n=83) work in locked institutions and 21.1% (n=58) work in inclusive institutions. 44.8 (n=130) work in institutions with a treated population of boys, 40.6% (n=104) work in girls-only frameworks and 14.6% (n=36) work in institutions with a treated population of co-eds.

### ***Procedure***

The study was based on the participants' self-report and complied with the standards specified in principles 6.06 and 6.20 in the list of ethical principles related to research of human beings (protection of privacy, emphasis of the right to leave the research at any given moment, conducting clarification talks etc. (American Psychological Association) The data were collected through questionnaires administered to the instructors in the various institutions after adapting the research instruments particularly to the purposes of



this research. Before conducting the study with the entire population, a preliminary study was conducted among 30 educational instructors, aiming to check for a match between the research instruments and the hypotheses and participants' responses to the research questionnaires. After finding a match and a high level of participants' reference to the items, the study was launched and these questionnaires were added to it. A mapping of the instructors, managers and coordinators in the various institution types was formed, and the questionnaires were delivered to the supervisors of the regional institutions after having explained the research objective and nature of the questionnaire. The managers/coordinators were requested to administer the questionnaires to the instructors and assess by themselves the educational instructors' reaction style during discipline encounters in their institutions. They were told that the study was commissioned by the YPA organization in order to identify needs and develop responses and instruments for the instruction staff in the boarding houses.

In order to maintain the participants' anonymity, the questionnaires were delivered to the managers/coordinators in an envelope containing an instructors' questionnaire and a managers/coordinators' questionnaire. A removable sticker with the instructor's name was glued on the envelope. Before administering the questionnaire to the instructors, the managers/coordinators were requested to fill in their questionnaire about the instructors and insert it into the envelope. When the instructor returned his or her completed questionnaire, it was put inside the envelope which was closed and the sticker with the instructor's name was removed and discarded. The questionnaires were administered to the instructors in the course of individual meetings with a manager/coordinator at the beginning or end of their shift.

### **Research Tools**

The first part of the questionnaire related to personal variables about the instructors and variables associated with their work environment. The second part measured the authority style exercised by the instructors during discipline encounters. This test was conceived by Block (1975), aiming to examine parents-children discipline encounters. The questionnaire was translated by Eisikovits (1980) and adapted especially to educational instructors for the purposes of this study. It consists of 21 items divided into three categories:

1. Power assertion scale – items: 1, 4, 7, 10, 13, 16, 19. This reliability (Cronbach's alpha) of the scale in this study was 0.83.
2. Love withdrawal scale – items: 2, 5, 8, 11, 14, 17, 20. The reliability (Cronbach's alpha) of the scale in this study was 0.84.
3. The induction scale – items: 3, 6, 9, 12, 15, 18, 21. The reliability (Cronbach's alpha) of the scale in this study was 0.82.

The questionnaire was sent to seven judges, two from the academia, two educational coordinators and three educational instructors who were requested to judge the degree of the items' suitability. In this questionnaire no items were found to be unsuitable. In the questionnaire the instructors were asked to assess their reaction to events during discipline encounters with the inmates, ranking their answer on a 4-rank scale. In order to examine the effect of social desirability, an additional managers/coordinators' questionnaire was prepared for the purpose of assessing during discipline encounters the reaction of educational instructors who they accompany in the course of the work. This questionnaire

is identical to that of the instructors, except for the way the items are presented. For example, instead of asking "when sometimes an inmate makes you angry"... the item for the manager/coordinator is presented: "when sometimes an inmate makes the instructor angry"... In the power assertion category, a reliability (Cronbach's alpha) of 0.88 was found in this questionnaire. In the love withdrawal category, a reliability (Cronbach's alpha) of 0.82 was found in this questionnaire. In the induction category, a reliability (Cronbach's alpha) of 0.89 was found in this questionnaire.

## Results

Before validating the data in the Intervention Styles in Discipline Encounters Questionnaire, the distributed indexes of the variables comprising the intervention style were examined (Table 1). This examination suggests that the distribution of values in the components of power assertion and love withdrawal is close to normal. However, the distribution in the Induction variable is skewed to the right. Several reasons account for the skewness obtained in the distribution of this variable. First, since this intervention style is perceived as desirable and legitimate more than the two other styles, there might be a social desirability in reporting the use of this intervention style. Moreover, perhaps the finding represents an existing reality. In fact, the induction intervention style is extensively used because the job characteristics encompass an educational orientation which encourages the use of this style.

**Table 1. Intervention style in discipline encounters – theoretical statistics**

Intervention style	Mean	Standard Deviation	Skewness	Kurtosis
Power Assertion	2.24	0.59	.599	-.037
Love Withdrawal	1.92	0.64	.990	.531
Induction	3.44	0.50	-1.357	1.901

For the purpose of validating the Discipline Encounters Intervention Style Questionnaire to which the instructors responded, a similar questionnaire was administered as mentioned to the managers/coordinators who were required to assess the intervention style of each instructor under their supervision. The results (Table 2) indicate that there is a significant positive correlation between the intervention style according to the instructors' answers and the intervention style according to the managers/coordinators' assessment.

**Table 2. Matrix of correlations between findings about intervention styles according to instructors' assessment and findings about intervention styles according to the managers/coordinators' assessment**

Intervention style in discipline encounters		Instructors			Coordinators		
		1	2	3	4	5	6
Instructors	1. Power assertion	-	.724***	-.517***	.671**	.608**	-.525**
	2. Love Withdrawal		-	-.630**	.588**	.665**	-.581**
	3. Induction			-	-.454**	-.544**	.588**
Coordinators	4. Power assertion				-	.791**	-.639**
	5. Love Withdrawal					-	-.667**
	6. Induction						-

\*\* p< 0.01 two-sided

\*\*\* p< 0.005 two-sided

Furthermore, inter-correlations between the three intervention styles were examined, while relating to the instructors' results only. The findings illustrate a positive, distinct and strong correlation between the tendency to react by power assertion and the tendency to react by love withdrawal. That is, the stronger the tendency to react by power assertion, the stronger the tendency to react by induction. A significant negative correlation with medium intensity was found between the tendency to react by power assertion and the tendency to react by induction. In other words, the greater the tendency to react by power assertion, the smaller the tendency to react by induction. Moreover, a negative significant correlation with medium intensity was found between the tendency to react by induction and the tendency to react by love withdrawal. Namely, the greater the tendency to react by induction, the lesser the tendency to react by love withdrawal. As for the findings about the research hypotheses, the variables nature, institution type (locked, inclusive and hostel) and treated population type (boys, girls and coeds) necessitated the application of dummy variables as independent variables and their integration in a multiple linear regression.

The first hypothesis argued that the authority style exercised by instructors during discipline encounters is related to the type of institution where they work. According to this hypothesis, the more locked the institution is, the more the instructors will tend to react by power assertion and love withdrawal during discipline encounters. As mentioned, the institution type was defined as a dummy variable when the reference category was a locked institution. In addition, the intercept refers to the mean score of the reference category (locked institution) in each of the authority exercising style during discipline encounters. Table 3 represents the analysis results.

**Table 3. Effect of the institution type on the style of authority exercise during discipline encounters**

	Power Assertion <sup>a</sup>	Love Withdrawal <sup>a</sup>	Induction <sup>a</sup>
Intercept	2.33	2.1	3.3
Inclusive Institution	-0.02 (-0.02)	-0.11 (-0.07)	0.19 (0.15)
Hostel	-0.19* (-0.16) F(2,259) = 3.14; p<.05	-0.32** (-0.25) F(2,259) = 6.70; p<.01	0.23** (0.22) F(2,259)=5.37; p<.01
R <sup>2</sup>	0.03	0.05	0.04

<sup>a</sup> Values in brackets are the standardized values

\* p<.05

\*\* p<.01

Table 3 shows that all results of the regression are significant, i.e. the institution type variable affects the way by which the instructors exercise authority during discipline encounters. Regarding the power assertion, the findings indicate that the mean score in this variable among instructors in inclusive institutions is lower (by 0.02 units) than the mean score in the reference category, namely a locked institution. Nevertheless, this finding is not significant, i.e. we cannot argue that in an inclusive institution the instructors exercise a power assertion authority style less than instructors in a locked institution. Conversely, the mean score in this variable among hostel instructors is significantly lower (by 0.19 units) than the mean score in the reference category, that is instructors in a locked institution. This finding implies that instructors in a locked institution tended to exercise power assertion style during discipline encounters more than instructors in a hostel. With regard to the love withdrawal, the findings show that the mean score in this variable among instructors in an inclusive institution is lower (by 0.11 units) than the mean score in the reference category, i.e. instructors in a locked institution. However, this finding is not significant, namely we cannot argue that instructors in an inclusive institution use love withdrawal less than instructors in a locked institution. On the other hand, the mean score in this variable among instructors in a hostel is significantly lower (by 0.32 units) than the mean score in the reference category, namely instructors in a locked institution. This finding implies that instructors in a locked institution tended to use love withdrawal style towards the inmates during discipline encounters more than instructors in a hostel.

With reference to the induction variable, the findings illustrate that the mean score in this variable among instructors in an inclusive institution is significantly higher (by 0.19) units than the mean score in the reference category, i.e. instructors in a locked institution. This finding infers that in an inclusive institution the instructors apply an induction style more than instructors in a locked institution. Furthermore, Table 3 indicates that the mean score in this variable among instructors in a hostel is also significantly higher (by 0.23

units) than the mean score in the reference category, meaning instructors in a locked institution. This finding suggests that instructors in a hostel tended to use an induction style towards inmates during discipline encounters more than instructors in a hostel.

Generally speaking, findings of the regression analysis show that instructors' authority style during discipline encounters is affected by the type of institution where the instructors work. Instructors in locked institutions tended to react more by power assertion and love withdrawal and less by induction style. Unlike them, instructors in hostels tended more to apply induction authority style and less power assertion and love withdrawal authority style. Thus, this hypothesis was fully corroborated.

The second hypothesis argued that the authority style exercised by instructors during discipline encounters are related to the type of population treated in the institutions where they work. According to this hypothesis, instructors in boys-only institutions will tend to react by power assertion and love withdrawal as compared to instructors in girls-only or coeds institutions. For the purpose of exploring the effect of the treated population variable on the intervention style during discipline encounters, two dummy variables were designed, as before, the reference category being boys-only institutions. Consequently, interpretation of the regression coefficients should be performed in relation to boys-only institution. Moreover, the value indicated under the heading intercept refers to the mean score of the reference category (boys-only institution) in each component of the authority exercising style during discipline encounters. The results of the regression analysis are presented in Table 4. The regression results indicate that the type of treated population affected only the use of power assertion and love withdrawal but had no effect on the use of induction style.

**Table 4. Effect of the population type on the style of authority exercise during discipline encounters**

	Power Assertion <sup>a</sup>	Love Withdrawal <sup>a</sup>	Induction <sup>a</sup>
Intercept	2.40	2.12	3.38
Girl only institution	-0.36* (-0.28)	-0.45* (-0.33)	0.08 (0.08)
Co-ed institution	-0.37* (-0.20)	-0.56** (-0.28)	0.22 (0.14)
	F(2,262)=13.38; p<.01	F(2,262)=21.54; p<.01	F(2,262)=2.93;n.s.
R <sup>2</sup>	0.09	0.14	0.02

<sup>a</sup> Values in brackets are the standardized values

\* p<.01

Regarding the power assertion variable, the findings show that the mean score in this variable among instructors in girls-only institutions is significantly lower (by 0.36 units) than the mean score in the reference category, namely instructors in boys-only institutions. This finding suggests that in a boys-only institution the instructors exercise power assertion authority style more than instructors in girls-only institutions. Moreover, perusal of Table 4 indicates that the mean score in this variable among instructors in coeds

institutions is also significantly lower (by 0.37units) than the mean score in the reference category, i.e. instructors in boys-only institutions. This finding implies that instructors in boys-only institutions tended to use power assertion style towards the inmates during discipline encounters more than instructors in coeds institutions.

As far as the love withdrawal variable is concerned, the findings illustrate that the mean score in this variable among instructors in girls-only institutions is significantly lower (by 0.45 units) than the mean score in the reference category, that is boys-only institutions. This finding means that in boys-only institutions, instructors exercise love withdrawal style more than instructors in girls-only institutions do. Furthermore, perusal of Table 4 indicates that the mean score in this variable among instructors in coeds institutions is also significantly lower (by 0.56 units) than the mean score in the reference category, namely instructors in boys-only institutions. This finding infers that instructors in boys-only institutions tended to use love withdrawal style towards inmates during discipline encounters more than instructors in coeds institutions.

As for the induction variable, the regression result was insignificant. Therefore we cannot argue that the population type in the institution affects the use of this style. Apparently instructors in boys-only institutions exercise the induction style to the same degree as instructors in boys-only and co-eds institutions. Thus, in general, the analysis results show that the style of authority exercising during discipline encounters is related to the population type in the institution. In boys-only institutions the instructors tended to react by power assertion and love withdrawal during discipline encounters compared to instructors in girls-only or co-eds institutions. The findings did not illustrate that instructors in girls-only or co-eds institutions tended to react by induction style more than instructors in boys-only institution. Hence, this hypothesis was mostly corroborated.

## Discussion

A reaction of power assertion and violence towards inmates during discipline encounters was chosen as the basis of this study. The exploration of this aggressive reaction is highly important, since it is common and familiar in the field of human services (e.g. teaching, medicine, nursing care and enforcement) (Pecker, 2000); Doing so will facilitate identification of components in the work environment which affect these reactions and develop appropriate coping methods. This study attempted to investigate the effect of two prominent environmental factors which distinguish between the different institutions and which can be examined by a valid and reliable instrument – institution type and treated population type. The focus is on the educational instructors as they constitute a key element in the creation of the organizational climate in the institution. This climate is very essential in the establishment of a rehabilitating treatment environment for the inmates characterized by emotional and behavioral difficulties. These characteristics require building a stable work environment based on high quality relations with the practitioners in it.

As hypothesized, the results show that the institution type is a good predictor of the educational instructors' intervention style. During discipline encounters, instructors in locked institution used more power assertion and love withdrawal style and less the induction style in comparison with instructors in inclusive institutions and hostels. Apparently the difference in styles is more related to the differences between the ends of the institution continuum – the locked institution and the communal institutions (hostels).

The inmates' level of hardships might account for this finding. The harsher the locked framework is, the more inmates resist the treatment and consequently tend less to cooperate with the therapists. In such a situation the discipline encounters are conducted at a higher intensiveness. Moreover, the more inclusive the framework is, the greater the responsibility incumbent on the instructors is to maintain order and discipline and care for inmates' wellbeing. This situation might be a source of pressure and stress. Understanding the mechanisms functioning during periods of stress can account for the indicated differences. A stressing event might evoke a sense of threat (the person identifies it as potentially harmful), challenge (the person identifies it as a potential for growth, control and wellbeing), or loss. In this situation people estimate their coping resources and possible reaction ways available to them and then determine the coping ways designed to reduce the sense of pressure. When people estimate that the means available to them are effective for coping, the threat becomes weaker and vice versa – If they estimate that they lack coping means, the sense of threat is increased (Folkman, 2013). As mentioned, features of the instructors' position and of the work environment in locked institutions dictate stressful and essential events which might make instructors feel they have no means for coping with the situation. Hence, their sense of being threatened increases. This might lead them to an emotion-oriented coping manner, which is adopted in states of stress whereby the anxiety level is high and attempts are made for reducing the sense of stress (Jansson, Gunnarsson, Björklund, Brudin & Perseius, 2015). In this situation, instructors tend to take steps and adopt irrational reactions, particularly when they estimate that the pressuring environment cannot be changed. Power assertion is one of the common reactions in this frustrating situation which is sometimes manifested by physical violence.

Conversely, in hostels, the events are not perceived as extreme and dangerous in their frequency and therefore instructors can apply a problem-oriented coping manner (Jansson, *et al.*, 2015). In this coping manner, comprising actions designed to reduce the source of pressure rather than the sense of stress as in the emotion-orientated coping manner can be taken and mild strategies such as induction can be applied. This strategy facilitates the problem solution and encourages a cognitive and behavioral internal change in the inmates. This finding is particularly meaningful since apparently there is no alternative to the locked institution when adolescents are in an extreme situation. Hence it is essential to focus on improving the organizational climate in these institutions rather than only search alternatives for this treatment type.

The hypothesis regarding the correlation between the type of population treated in the institution and the intervention styles was also partially corroborated. As hypothesized, the findings show that educational instructors in boys-only institutions tend to react by power assertion and love withdrawal towards the inmates during discipline encounters more than educational instructors in girls-only and coeds institutions. This differentiation can be originated from the 'psychological distance' between the staff and the inmates in boys-only institutions. This term, taken from the social psychology field, relates to the fact that the more distant from others individuals perceive themselves, the more they are capable of reacting with higher aggressiveness and lack of tolerance towards others. This distance can be perceived both on the physical level (geographical distance) and on the psychological level, when one person is considered different from another person (Singh, Zwickle, Bruskotter & Wilson, 2017). The perceived fact that most of the boys in juvenile correctional institutions were placed there because they had harmed society and

committed offences, apparently leads people to avoid and shirk them, providing educational instructors with a rational cause to reject them. It also reduces guilt about the negative attitudes, allowing instructors to react more easily by power assertion and violence and even justify this behavior allegedly due to the need to neutralize the risk embodied in the inmates' behavior.

Conversely, the girls who were mostly removed from their home and referred to authorized out-of-home treatment since they were victims of abuse and exploitation, evoke more empathy and a wish to protect them (Golan, 2002). This explanation is in line with studies which show that the lesser the inmates' situation is due to an exceptional factor, the lesser rejected they are and the more positive the attitudes towards them are (Greene, Duke & Woody, 2017). Moreover, this finding supports other studies which engage in gender differentiation and show a higher level of aggressiveness among males than among females (Leiber & Beaudry-Cyr, 2017); hence, the organizational climate in boys-only institutions allows more power assertion and violence since these institutions constitute masculine environments. This finding also leads to the conclusion that although boys-only and girls-only institutions function according to the same intervention perception, the developed organizational climate in them leads to a different and more sensitive attitude towards girls. The public discourse encompasses arguments according to which the organizational model prevents a distinction between authorized out-of-home treatment for girls who are mostly harmed and need protection. On the other hand, boys are usually the harming individuals and need boundaries and supervision.

Concerning the induction intervention style, no difference was found in the tendency to use it between instructors in the various frameworks (boys, girls and coeds). Perhaps this stems from the overall effect of the organization which transcends that of the institution. This explanation is in line with Camp (1994) who explores effectiveness of correctional workers. He found that the commitment and effect of the inclusive organization on the workers are stronger than the effect of their place of work. Using a cognitive-behavioral technique such as induction is a key instrument in the Youth Welfare and Social Services which is delivered to the workers through the determined main values, code of ethics, orientation and institutional training courses. This instrument apparently was internalized by the instructors regardless of the type of treated population in the institutions where they work. The finding according to which instructors in coeds institutions exercise less power assertion and violence during discipline encounters than instructors in boys-only institutions is important and interesting. As mentioned, only in recent years juvenile correctional co-eds institutions have been established. The perception underlying this decision was that in co-eds institutions the work environment facilitates more normative interactions (Samselik *et al.*, 2007) finding of this study seems to support this perception.

The research findings support the hypothesis underlying this study, according to which the organizational climate or atmosphere prevalent in an institution are very essential for its effectiveness level. A climate or atmosphere serves as an image and allegory of the environment in which interpersonal relations develop and exist. The organizational climate is the quality of the organization's inner environment as the workers experience it. The climate can exacerbate or moderate the instructors' reaction by power assertion and violence. The discipline encounters which constitute the educational instructors' work routine are in fact events filled with pressure and stress. According to the empirical



literature, stress is usually caused by non-compliance between people and their environment which they experience as heavy, exceeding their resources and endangers their wellbeing (Folkman, 2013). Professional pressure is caused by non-compliance between the professional demands and personal competences of the professionals as well as by non-compliance between the support and assistance workers receive in their environment and the demands of the environment. Exposure to prolonged and intense pressure at work is identified as the beginning of the burnout and depersonalization of the patient which might entail violent behavior (Jaremko & Meichenbaum, 2013). The literature discusses a relation between organizational climate of educational institutions and educators' pressure. The less supportive educators perceive the school climate, the deeper their sense of pressure is (Hillel-Levian, 2008). Consequently, a positive organizational climate is most critical for the formation of relaxing and supportive work environments for the workers and the inmates under their care. The climate is meant to facilitate the educational instructors' relation with the adolescents, based on rational authority enabling the application of the treatment space principle described by Winnicott (1988). In this treatment space the boundaries are negotiated between the inmates and the educational instructors, aiming to turn the external boundaries (wall, locks, isolation, etc.) into internal boundaries, the condition for making the boundary internal being related to the acceptance and internalization of the external boundaries. Using the law delineates boundaries and maintenance which, together with the continuous dialogue about the issue of boundaries, can build the internal boundaries themselves.

## Conclusion

Findings of this study as well as findings of additional studies and the theoretical explanations presented, illustrate the great importance which organizations attribute to the creation of a facilitating and supportive treatment environment for the institutions' staff. This is of special essence to the paraprofessional staff members who join this work without a profession relying mainly on personal and intuitive resources for coping with adolescents.

Due to the rehabilitation importance of correctional institutions these environments should be further explored in order to better understand the dynamic in them as well as create the optimal conditions required for turning them into effective treatment environments in the complex rehabilitation process. These conditions are the infrastructure for shaping the organizational climate which affects not only the staff's way of coping with problematic behavior but also determines which behaviors are acceptable and normative.

First, it is essential to properly identify and choose educational instructors with suitable personality resources, among them empathy and flexibility which are most crucial among practitioners of treatment and care. When paraprofessional workers are concerned, this importance is intensified.

Moreover, emphasis should be put on building caring, relaxing and supportive work environments whereby educational instructors can feel secure and supported. This feeling will enable them to avoid exercising power towards the inmates during the numerous discipline encounters and to maintain a non-aggressive attitude. There is extensive evidence that many educational instructors experience their work as a pressured period which sets before them lots of demands. Yet, they lack the professional instruments and institutional backup required for providing the proper response. In order to allow them to

work in a qualitative manner for a long time, they need a supportive and encouraging supervision. Such supervision will reinforce them, alleviate their pressure while enhancing the competences which they can apply during encounters with the inmates. Moreover, supervised tutoring and practice are also necessary during educational instructors' practice so that they can acquire and develop competences on a level required for appropriate functioning in states of pressure and stress. Furthermore, this tutoring and supervision will help educational instructors to develop awareness of the harmed inmates' feelings in the various situations. This will also raise the instructors' awareness of themselves, their attitudes, values and approaches towards the adolescents under their care. This awareness will assist in finding a proper, controlled and non-aggressive solution during discipline encounters.

Another essential component in the formation of a therapeutic, developing and rehabilitation environment is designing cognitive and behavioral programs aiming to change the adolescents' value-oriented worldviews. The authorized out-of-home treatment is mainly based on the setting of clear boundaries. For this purpose, educational instructors mostly use behavioral instruments grounded in reward and deprivation of rights. The inmates might perceive the use of instruments based only on reward and punishment as arbitrariness and maltreatment which might intensify their hostility. Combination of cognitive instruments of the induction type will lead to an empathetic and more sensitive approach to the inmates' distress.

Training educational instructors according to these principles could lead to the focus and professionalization of these workers and to the creation of an intensive treatment environment adjusted to the needs of adolescents in the institutions. Furthermore, it could shape a positive dynamic of change among the inmates and a sense of success and growth among the educational instructors.

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