

# INDEX

Note: Page references in *italics* refer to tables or boxes.

- Abuse and neglect
  - community influence evidence 53–8
  - criminal justice 174
  - early interventions 104, 105, 107–12
  - ecological theory and 3, 58
  - violence intervention programmes 175–6
- Active citizenship 4, 134
- African-Caribbean Network for Science and Technology 11
- Antisocial Behaviour Orders (ASBOs)* (UK) 180, 188
- Area-based interventions 92, 100–2, 106
- Assessments
  - of communities *see* Community characteristics, assessment
  - of families 3
- Austin Project* (USA) 106
- Belonging, experience of xiii–xiv
- Best Start* (Australia) 116–17
- Better Beginnings, Better Futures (BBBF)* (Canada) 119–23, 130
- Bonding social capital 26–7, 36
- Boundary delineation 8–9, 38–43
- Bridging social capital 26–7, 36
- Broken window theory 1–2, 24, 48, 172–3
- Built environment *see* Physical environment
- Bullying Prevention Programme* 163–5
- Census-defined neighbourhoods 40–1, 42, 43
- Child abuse and neglect
  - community influence evidence 53–8
  - criminal justice 174
  - early interventions 104, 105, 107–12
  - ecological theory and 3, 58
  - violence intervention programmes 175–6
- Child care
  - extended schools 160
  - institutionalisation 82–3
  - School of the 21st Century* 156, 157, 158–9
  - Strong Communities* 111–12
  - UK policy 152
- Child care burden 56–7
- Child protection
  - Dorchester CARES* 108–11
  - Family Group Conferences* 186
  - Strong Communities* 111–12
- Child protection services 98–9, 169, 186
- Childhood interventions
  - early years *see* Early childhood interventions
  - school-based *see* Schools
- Childhood sociology 135
- Children's Centres* (UK) 128, 129
- Children's Fund* (UK) 106, 136–7, 145–8, 152, 184

- Children's participation  
 community development 95  
 community planning 132–49  
   barriers 148–9  
   case studies 138–48  
   challenges 148–9  
   interpretations of 135–8
- Children's perspectives 63–4  
*see also* Children's participation
- Children's services  
 community development and 98–9  
*Dorchester CARES* 108, 109  
 evidence based practice 195  
*Family Group Conferences*  
 185, 186  
*On Track* projects 183  
 school-based 159, 166–9  
*Sure Start* programmes 126–8  
 take-up of 194  
*Youth Offending Teams* 176
- Children's use of space 67–85, 193
- Citizenship 4, 134, 135–6
- Civil Renewal (UK) 4
- Cliff effect 92
- Collective action, conditions for 94
- Collective efficacy  
 community influence evidence  
 61–4  
 community-level interventions 88  
 community poverty 22  
 juvenile crime 180  
 as neighbourhood measure 48, 57  
 parenting and 59–60  
 social disorganisation 24–5  
 zero tolerance policing and 173
- Collective socialisation model 20, 21
- Comer schools* 153, 154–5, 159
- Communitarianism 191
- Communities, definitions 5–7, 192  
 community development 92  
 spatial dimensions 8–9, 39–42
- Communities for Children*  
 (Australia) 118–19
- Communities of interest 9–12,  
 191, 192  
 assessing 42  
 children's Internet use 80–1
- Communities that Care (CTC)*  
 180–2, 188
- Community-based interventions 87,  
 88–9, 89  
 crime prevention 171–89  
 effectiveness 194  
 reactivity ix–xiii  
*see also* Early childhood interventions
- Community building,  
 importance xiii–xvi
- Community characteristics  
 assessment 38–52  
 evidence for influence of 53–66,  
 173, 193  
 theories of influence of 13–37
- Community cohesion  
 defensible space theory 31, 32  
 sense of community 33  
 urban design and 140  
*see also* Collective efficacy
- Community consultation, children  
 in 132–49
- Community development 89–95  
 activities involved in 91  
 child welfare services and 98–9  
 collective action 94  
 complexity 95  
 debates about 94–5  
 defining community 92  
 early childhood interventions  
 105–6, 113, 117, 130–1  
 effectiveness 194–5  
 involving families in 95–8, 100,  
 105–6  
 key principles 90–1  
 policy debates 99–100  
 policy development 105–6  
 power issues 92–3, 99–100  
 representational issues 93–4  
 timescales 95  
*see also* Early childhood interventions
- Community interventions 86–103  
 area-based 92, 100–2, 106  
 at community level 87–8, 89  
 community development  
 89–100, 105–6, 113, 117, 130–1,  
 194–5

- community-based 87, 88–9, 89
  - effectiveness 194
  - reactiveness ix–xiii
  - see also* Early childhood interventions
- early childhood 104–31, 193
  - child abuse and neglect 104, 105, 107–12
  - child development 104–5, 106, 112–31
  - emergence 104–6
  - implications 130–1
  - effectiveness 194–5
  - individually-targeted 101
  - involving families in 95–8, 100, 105–6, 130
  - policy debates 99–103
  - policy developments 86–9, 105–6, 191–2
  - transferability 195
- Community planning, children
  - in 132–49
- Community poverty theory 20–3, 36, 37
- Competition theory 20, 21, 36
- Comprehensive Community Based Initiatives (CCBIs; USA) 105
- Comprehensive Community Initiatives (CCIs; USA) 105
- Confidentiality, school-based
  - services 167, 169
- Connexions* (UK) 106, 146, 152
- Consultation of children 132–49
- Contagion (epidemic) model 20, 21, 173
- Convention on the Rights of the Child xv, 134
- CoZi* initiative 153, 159
- Crime
  - causal pathways 172, 173, 183
  - child victims 173–4, 175–6, 187
  - community influence theories
    - defensible space 30, 31–3
    - neighbourhood poverty 23
    - social capital 29
    - social disorganisation 24, 25
    - underclass 14–15
  - early childhood interventions 117, 122–3
  - ecological theory 1–2
  - prevention 4, 171–89
    - the community and 171–80, 187–8
    - holistic approaches 180–6, 188
    - programme effectiveness 188–9
    - zero tolerance policing 172–3
  - restorative justice 174
  - urban design and 140, 144
- Criminal justice system 174
- Cultural groups 34, 35–6, 37
- Culture of poverty theory 13–14, 18–20, 36
- Cultures, organisational 137–8
- Danger
  - children's use of space and 68, 74, 84–5, 193
  - parental monitoring 59–61, 144
  - urban design and 139–40, 141, 143, 144
- Defensible space theory 30–3, 36, 37
- Delinquency *see* Crime
- Demographic change 81–2
- Depression, parental 60, 63
- Designing Out Crime Association (DOCA) 187
- Developmental psychology 135
- Developmentalism 135
- Digital divide 191
- Disciplining of children 59, 60, 62, 63
- Dorchester CARES* (USA) 108–11
- Early childhood interventions
  - 104–31, 193
  - abuse and neglect 104, 105, 107–12
  - child development 104–5, 106, 112–31
  - emergence 104–6
  - extended schools 160
  - implications 130–1
  - School of the 21st Century* 158
  - Early Head Start* (USA) 112–13, 130
- Ecological fallacy 51

- Ecological theory 1–5, 12, 58, 106, 130, 192  
 crime prevention 180  
*Dorchester CARES* 108
- Economic stress *see* Poverty
- Economic Stress-Induced Offender  
 Motivation (ESIOM) 172
- Education  
 African-Caribbean children 11  
 children's attitudes to 151  
 community influence theories 35–6  
 early childhood interventions 116, 121, 122–9  
 parental 62, 63  
*see also* Schools
- Empowerment  
 communities of interest 11  
 community development 92–3, 99–100
- Environmental theory, defensible  
 space 30–3, 36, 37  
*see also* Physical environment
- Epidemic (contagion) model 20, 21, 173
- Ethnic minority groups  
 community influence evidence 56, 60  
 community influence theory 34–6, 37  
 neighbourhood assessment 48  
 representational issues 93–4  
*see also* Racial segregation
- Ethnographic studies 49–50  
*Every Child Matters* 152–3, 162
- Evidence based practice 195
- Extended schools 159–62
- Family assessments 3
- Family function 25
- Family Group Conferences (FGCs)*  
 185–6, 188
- Family Independence Programme (FIP; Australia)* 117
- Family interventions  
 early childhood *see* Early childhood interventions  
 school based *see* Schools
- Family involvement, community  
 development 95–8, 100, 105–6, 130
- Family management strategies 58–63  
*see also* Parenting
- Family structure  
 children's use of space and 81–2, 83  
 social disorganisation theory 25  
 uncertainty of 192–3
- Fathers, school-based services 166–7
- Full service schools *see* Extended schools
- Gate It* scheme (UK) 187–8
- Gated communities 31–2
- Gay families 11
- Geographical boundaries 8–9, 39–42
- Gingerbread 11
- Globalisation 190–1
- Growing Up in Cities* project 138–41
- Hanging out 77–80, 139, 140, 144
- Head Start* (USA) 112
- Health  
 early childhood interventions 104, 106, 116–17, 118, 121–9  
 mental *see* Mental health  
 neighbourhood poverty influence 22–3  
*School of the 21st Century* 159
- Health promotion 4
- Helping paradox xiii
- Home space  
 children's mobility 69–70  
 communication and play in 80–1, 84
- Home Watch 187
- Housing projects 64–5
- Housing tenure 140
- Human rights xv, 134
- Humanity (ubuntu) xiv–xv
- Imageability, urban design 138–40
- Informal social control  
 community influence evidence 59  
 defensible space theory 31  
 lack of 25

- Institutional model, poverty 20, 21  
 Institutional resources model 22  
 Institutionalisation of children 82–3  
 Institutions, community 25  
 Interagency collaboration 193–4  
   conceptual failures xi–xii  
   early childhood interventions 107,  
     109, 126, 130  
   school-based services 169  
 Internet 190–1  
   children's use of 80–1  
   virtual communities 10, 42  
 Interviews  
   ethnographic studies 49  
   standardised 46–9
- Juvenile crime 171–89  
   *Antisocial Behaviour Orders* 180, 188  
   causal pathways 172, 173, 183  
   child victims of 174, 187  
   *Communities that Care* 180–2, 188  
   the community and 171–80,  
     187–8  
   *Family Group Conferences* 185–6, 188  
   holistic approaches 180–6, 188  
   *On Track* 182–5, 188  
   programme effectiveness 188–9  
   restorative justice 174  
   school-focused programmes 174  
   *Violence Intervention Project* 175–6  
   *Youth Inclusion Programmes*  
     176–7, 188  
   *Youth Inclusion and Support Panels*  
     177–8, 188  
   *Youth Offending Teams* 176, 177  
   *Youth Works* programme  
     174–5, 188  
   zero tolerance policing 172–3
- Ladder of participation 95–6, 136  
 Legislation, consultation of  
   children 133–4  
 Lesbian families 11  
 Linking social capital 26, 27  
*Local answers* initiative  
   (Australia) 118, 119  
 Localisation 190–1
- London, children's views 143–5  
 Lone parents 11
- Maltreatment *see* Child abuse and  
 neglect  
 Mental health  
   parenting and 60, 63  
   take-up of services 194  
 Monitoring strategies, parental  
   59–61, 144  
 Moral underclass discourse  
   (MUD) 17
- National Center on Child Abuse  
 and Neglect (NCCAN; USA)  
 107, 108  
 Neglect *see* child abuse and neglect  
*Neighbors Helping Neighbors*  
 105, 111  
 Neighbourhood characteristics  
   assessment 38–52  
   evidence for influence of 53–66,  
     173, 193  
   theories for influence of 13–37  
 Neighbourhood poverty theory 20–3,  
 36, 37  
*Neighbourhood Renewal Fund* (UK) 106  
 Neighbourhood Watch 187  
 Neighbourhoods, definitions 5–7, 192  
   communities of interest 11–12  
   community development 92  
   spatial dimensions 8–9, 39–42  
*New Community Schools see* Extended  
 schools  
 Non-geographical communities *see*  
 Communities of interest  
 Norms, community influence  
   theories 22, 24–5
- Observation of neighbourhood  
 structure 45–6  
 Occasional child care campaign 111–12  
*Olweus Bullying Prevention*  
*Programme* 163–5  
*On Track* (UK) 182–5, 188  
*Operation Gate It* (UK) 187–8  
 Organisational cultures 137–8

- Parent Information Point (PIP)*  
(UK) 162–3
- Parental involvement  
community development 95–8, 100,  
105–6, 130  
in schools 150–1, 152, 156, 158, 165,  
166–7, 168
- Parental mental health 60, 63
- Parenting  
children's use of space and 68,  
69–70, 83–5  
community influence evidence  
58–61  
child maltreatment 55  
social capital 61–3  
community influence theories  
culture of poverty 13–14, 18–20  
neighbourhood poverty 20–2, 23  
social capital 18, 27–8, 61  
early childhood interventions  
abuse and neglect 107, 108–11  
child development 112–31  
ecological theory 1–5, 12  
juvenile crime and 172, 173, 176  
neighbourhood assessment 50  
*Parent Information Point* 162–3  
uncertainties of 192–3
- Parenting Fund* 152
- Participation  
children's *see* Children's  
participation  
families' *see* Family involvement
- Participation ladder 95–6, 136
- Pathways to Prevention programme  
(Australia) 117
- Personality, social capital and 28–9
- Physical environment 1–2  
assessment 44–6, 48  
community influence theories  
defensible space 30–3, 36, 37  
ethnic minority groups 34–5  
social disorganisation 24  
crime prevention 172–3, 187–8  
*see also* Urban design
- Physical punishment 59, 60
- PinkParents UK 11
- Planning, community 132–49
- Play spaces 67, 70, 71–2, 76–80, 84–5,  
141, 143, 144, 145
- Pledge card campaign 111
- Policing, zero tolerance 172–3
- Policy developments 190–2  
children as victims of crime  
173–4, 187  
children's participation 134  
*see also* Services, children in  
development of; Urban design
- community interventions 86–9,  
191–2  
debates about 99–103  
early childhood interventions 128  
ecological theory and 3–4  
evidence base 195  
juvenile crime 171–2, 176,  
179, 187  
schools 150, 152–65, 169–70
- Poverty  
community influence evidence  
child maltreatment 54–7  
housing projects 64–5  
parenting 59, 63  
community influence theories  
13–14, 36  
culture of poverty 13–14,  
18–20, 36  
ethnic minority groups 35  
neighbourhood poverty 20–3,  
36, 37  
social capital 29–30, 35  
social exclusion 13–14, 16–18  
underclass 13–16, 18, 36  
community intervention policy 86,  
99–100  
neighbourhood assessment 44,  
48, 50  
*Sure Start Local Programmes*  
123–4, 128
- Power issues  
communities of interest 11  
community development 92–3,  
99–100  
urban design 140, 141, 142
- Preschool Intervention Programme (PIP)*;  
Australia) 117

- Project on Human Development in Chicago Neighborhoods* 173
- Psychological sense of  
     community 33–4, 37, 49
- Public incivilities  
     defensible space theory 31  
     neighbourhood assessment 48  
     social disorganisation 24  
     zero tolerance policing 172–3
- Public policy *see* Policy developments
- Public space  
     children's use of 67–85, 193  
         family structure and 81–2, 83  
         formal and informal locations 76  
         hanging out 77–80, 139, 140, 144  
         institutionalisation and 82–3  
         parenting and 83–5  
         play provision 76–7, 141, 143, 144, 145  
         sensory encounters 75–6  
         spatial mobility 68–74, 84, 171  
         or staying in 80–1  
         street play 70, 77–80, 84, 141, 145  
     defensible space theory 31  
     *see also* Urban design
- Punishment of children 59, 60
- Qualitative studies 49–50
- Racial segregation 34–5  
     gated communities 32  
     neighbourhood assessment 48  
     underclass thesis 15–16  
     *see also* Ethnic minority groups
- Redistribution discourse (RED) 17
- Relationships and ties model 22
- Relative deprivation theory 20, 21, 36
- Resident-defined neighbourhoods 39–42, 43
- Resident perceptions of  
     neighbourhoods 46–50
- Restorative justice 174
- Restrictive parenting  
     children's spatial mobility 70, 84–5  
     community influence evidence 59–61, 63  
     urban design and 144
- Rights of children xv, 133–5
- Road safety 74, 84  
     urban design and 140, 143, 144
- Rogers, Fred xiv, xv
- Rural schools 168
- Safety  
     children as crime victims 173–4, 175–6, 187  
     children's use of space 68, 74, 77, 79–80, 83–5, 144, 193  
     community planning 132–3, 139–40, 141, 142, 143, 144  
     crime prevention 180  
     defensible space theory 31  
     early childhood interventions 122  
     parental monitoring 59–61, 144
- School of the 21st Century (21C)* 153, 156–9
- School Development Program (USA)* 154–5
- Schools 150–70  
     accessing services based in 166–9, 170  
     children not at school 166  
     children's age 168  
     confidentiality 167, 169  
     fathers 166–7  
     interagency cooperation 169  
     parent–school relation 168  
     rural areas 168  
     bullying 163–5, 169–70  
     Comer approach 153, 154–5, 159  
     CoZi initiative 153, 159  
     crime prevention programmes 174  
     extended 159–62  
     *Parent Information Point (PIP)* 162–3  
     parental involvement 150–1, 152, 156, 158, 165, 166–7, 168  
     Pathways to Prevention programme 117  
     policy developments 150, 152–65, 169–70  
     role in communities 151–2, 160–1, 165, 170  
     *School of the 21st Century* 153, 156–9  
     travel to 72–4, 84  
     violence in 163–4, 169–70

- Segregation 34–5  
 gated communities 32  
 neighbourhood assessment 48  
 underclass thesis 15–16
- Sense of community 33–4, 37, 49
- Services  
 children in development of 133–8,  
 140, 145–9  
 community development and 97,  
 98–9  
*Dorchester CARES* 108, 109  
 evidence based practice 195  
*Family Group Conferences* 185, 186  
*On Track* projects 183  
 school-based 159, 166–9, 170  
*Sure Start* programmes 126–8  
 take-up of 194  
*Youth Offending Teams* 176
- Sexual abuse 174
- Smoking 23
- Social actors, children as 134–5
- Social capital 26–30, 36–7  
 assessment 47–8  
 children's perspectives 63–4  
 community-level interventions 88  
 ethnic minority groups 35  
 evidence for influence of 61–4, 193  
 juvenile crime 180  
 negative forms 29  
 social exclusion and 18
- Social contagion (epidemic)  
 model 20, 21, 173
- Social control, informal 25, 31, 59
- Social disorganisation *see* Social  
 organisation/disorganisation
- Social exclusion 13–14, 16–18, 36  
*Children Fund Prevention  
 Programme* 146  
 early childhood interventions 106,  
 123–9, 146  
 school policy 152  
 urban design and 140
- Social inclusion discourse (SID) 17
- Social networks  
 community development  
 participation 97  
*Family Group Conferences* 186  
 juvenile crime 180, 186  
 sense of community 33  
 social capital and 26, 28–9, 61, 62  
 social disorganisation theory  
 25–6, 28
- Social norms *see* Norms
- Social organisation/  
 disorganisation 24–6, 28, 36–7  
 assessment 46–7  
 community influence evidence  
 59–60, 61, 62  
 crime and 172  
 early childhood interventions 122
- Social policy *see* Policy developments
- Social support  
*Dorchester CARES* 108, 109–11  
 juvenile crime 180  
 sense of community 33
- Socialisation  
 community poverty 20, 21  
 parenting and 59, 61  
 social capital and 27–8, 61
- Socioeconomic stress *see* Poverty
- Sociology, childhood 135
- Space, children's use of *see* Public space
- Standardised interviews 46–9
- Starting Points* 105–6, 130
- Street crime initiatives 187–8
- Street play 70, 77–80, 84, 141, 145
- Streetscape* project 141
- Strong Communities* (USA) 111–12
- Stronger Families and Communities*  
 (Australia) 118–19
- Structural aspects of communities *see*  
 Physical environment
- Success by 6* (USA) 114–15
- Sure Start Local Programmes* (SSLPs;  
 UK) 106, 123–9, 146
- Symbolic capital 34
- Territoriality 31  
*Town of Children* project 142–3
- Tutu, Archbishop Desmond xiv–xv
- Ubuntu theology xiv–xv
- UN Convention on the Rights of the  
 Child xv, 134

- Underclass theory 13–16, 18, 36  
UNESCO, *Growing Up in Cities*  
project 138–41  
United Way *Success by 6* (USA)  
114–15  
Urban design  
children's role 133, 138–45, 148–9  
crime prevention 187  
Urban space, children's use of  
67–85, 193  
Violence  
intervention programmes 175–6  
in schools 163–4, 169–70  
*Violence Intervention Project (VIP)*  
(USA) 175–6  
Virtual communities 10, 42, 80–1, 191  
Yale University programmes 154–9  
Young children, interventions for *see*  
Early childhood interventions  
Young people  
community planning role 132–49  
use of space *see* Public space  
Youth crime *see* Juvenile crime  
*Youth Inclusion Programmes (YIPs)*  
(UK) 176–7, 188  
*Youth Inclusion and Support Panels*  
(YISPs) (UK) 177–8, 188  
*Youth Offending Teams (YOTs)*  
(UK) 176, 177  
*Youth Works* programme (UK)  
174–5, 188  
Zero tolerance policing 172–3

