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# *Diverse Pathways to Capital Criminality*

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A person's pathway to capital criminality is neither straight nor direct. Rather, it is a complicated, interactive process that has been empirically described by a voluminous amount of new and existing multidisciplinary research. Most research emanates from criminology, sociology, psychology, forensic social work, education and health. Although from various theoretical perspectives and discipline specific frameworks, there is a great body of knowledge that explains or attempts to explain why some children grow up to become killers.

My career has basically focused on the use of these empirical links to support various findings, presentations, court and legislative testimony and program planning aimed at the prevention of delinquency and criminality and the effective and/or humane treatment of youth and adults who are in the justice system because of their violent criminal behavior.

In general, the primary research related factors that provide a basis for understanding the pathway to crime is depicted in the following diagram:

# Empirical Framework Underlying Capital Criminality Pathways

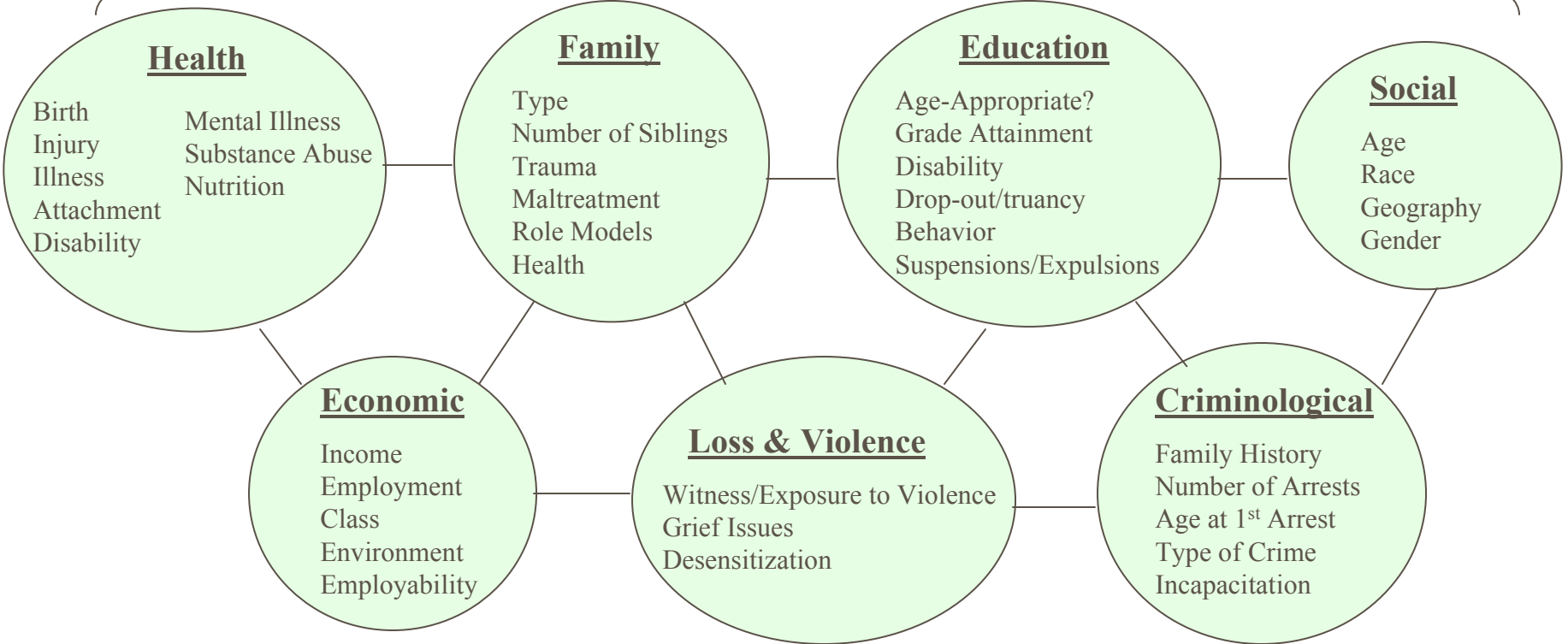
## Capital Criminality


Type of Crime

Frequency of Crime

## Criminal Behavior Over a Lifetime


+/-





In addition to existing research across the disciplines, I have also relied upon my own research and experiences to develop a deeper understanding of how criminals develop over time through:

- The Louisiana Study (collection of data on and follow-up of 1975 exit cohort of 832 males who left Louisiana Training Institutions (LTI's) to see where they were in 1989).
- Louisiana Children's Trust Fund Study in 1994 of 4,992 male youth and 2,064 male and female adult violent offenders.
- Capital Mitigation Studies on 100 persons charged with capital crimes (94 Louisiana cases, 5 other southern states and 1 Caribbean country).
- Extensive Juvenile Case History Development and Reporting on 25 incarcerated youth.



I have selected several of the life histories to demonstrate how the various factors interact to propel a child on to a path to death row or life in prison. Additionally, I have selected a serial killer's life history to compare with these other “stereotypical” death row or lifer cases.

# Robby: Poverty, Retardation, School Failure

12 / 1976 - 1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
<b>Birth - Age 4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>

- Born premature
- Mother: low educational attainment
- Father absent
- Large family
- Poverty
- Poor and deteriorating neighborhood

<b>K</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>
Nicholson Elem.		La Belle Aire & Park Forest Elementary	Park Forest & Clinton Elementary	Clinton Elementary	Clinton & Delmont Elementary	Delmont Elementary	Prescott Middle ( <i>social promotion</i> )
32 absences	29 absences	34 absences	43 absences	6 absences	25 absences	78 absences	103 absences

- Assessment**
- Mild mental retardation (IQ- 65)
  - Severe deficit in visual motor area

Mother says sibling hit him and he would not respond; she tried to teach him to hit back

**Unable to read**

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	<b>Future</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	

Criminal trespassing, entry/remaining after forbidden, returning to property without authority

**EBR Detention Center**  
\$2,678.69

**Christian Acres**  
\$2,925.65

**Joy Home for Boys**  
\$2,925.65

**Reynolds Institute**  
\$1,422.88

**EBR Detention Center**  
\$1,350.60

**Towering Pines**  
\$?

**Baton Rouge Marine Institute**  
\$7,384.85

**EBR Detention Center**  
\$360.16

Committed two murders with two other males

**EBR Parish Prison**  
\$20,944.00

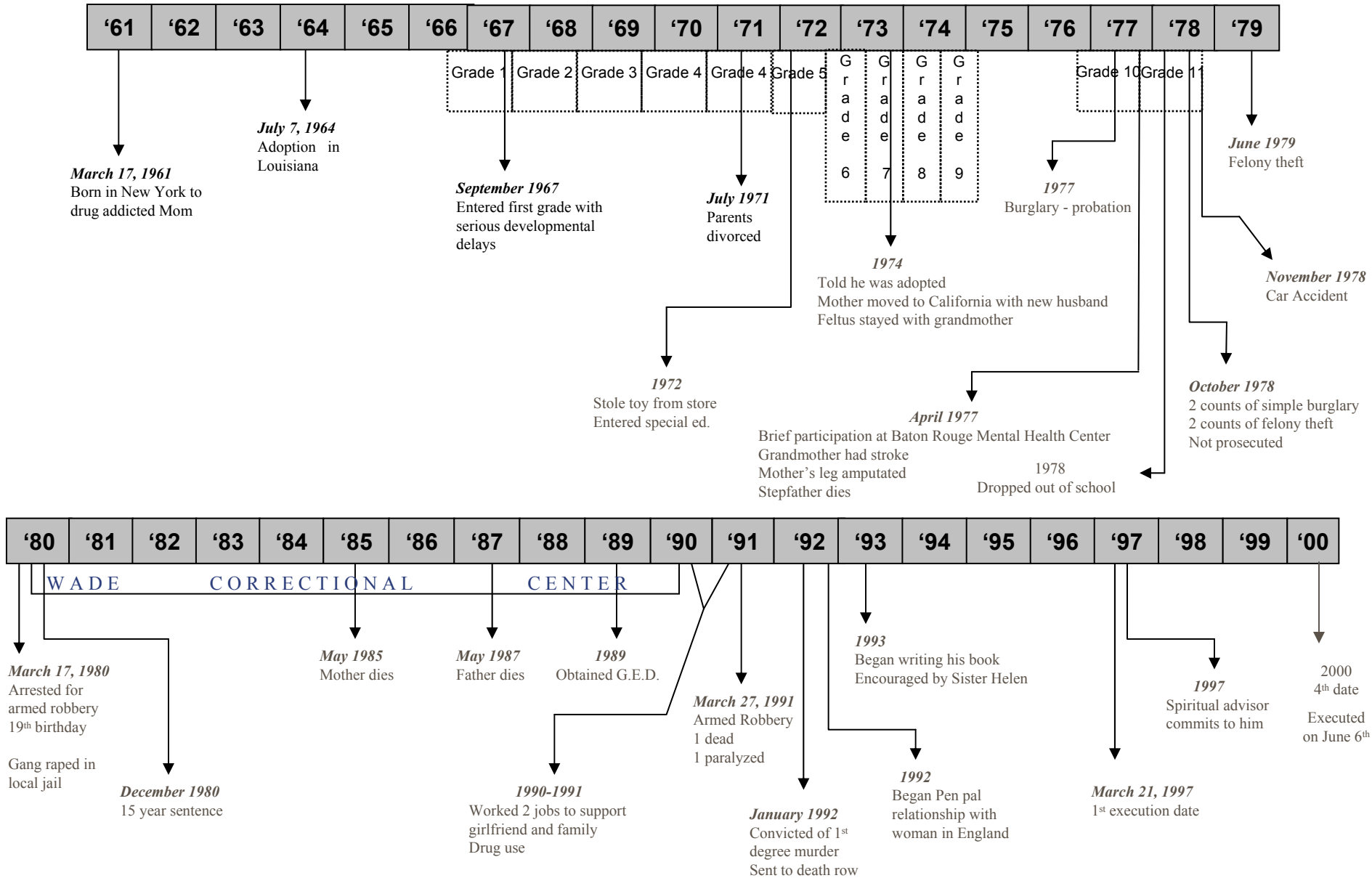
Sentence for first degree murder:  
**Life in prison**

**Louisiana State Penitentiary**  
\$25,125.66

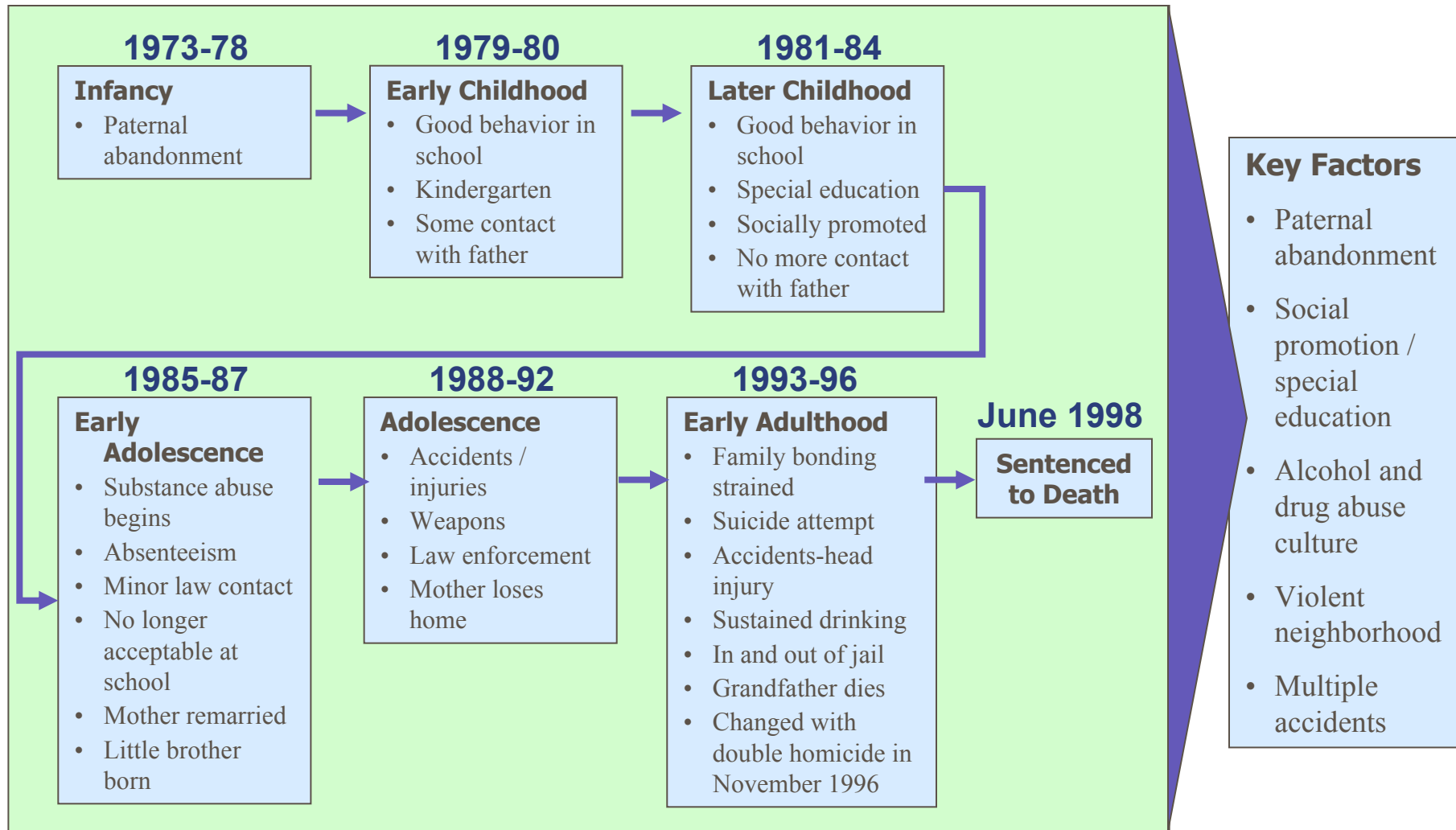
Eight placements in two years – notes usually read “not able to adjust”



# Feltus: Abandonment and Developmental Disabilities



# Bert: Paternal Abandonment, Special Education and Drug Dealing



# Jack: Poverty, Child Abuse and Mental Illness

Year	3/3/1973	1974-1976	1977	1978-1981	1982	1983	1984	1985	1986	1987
Age	Birth	1-3	4	5-8	9	10	11	12	13	14
	Poverty Childhood; Pneumonia, Seizures Moved to Lake Providence			Stepfather abuses Jack with boards, extension cords, fists						
	Born to unwed teen Mom on alcohol and drugs		Mom marries abusive stepfather		<ul style="list-style-type: none"> <li>• Move to Monroe</li> <li>• School Problems</li> <li>• Fails 4<sup>th</sup> grade</li> <li>• Bullied</li> </ul>		<div style="border: 1px solid black; padding: 2px;">First contacts with the law</div> <ul style="list-style-type: none"> <li>• Discharged MMHC 6/85</li> <li>• Burglary of Beauty Salon, Green Oaks Detention Center – 11/85 to LTI – Bridge City</li> <li>• Referred to Child Abuse Agency by DOC</li> </ul>		<ul style="list-style-type: none"> <li>• May 1986: Poor Adjustment at Bridge City</li> <li>• June – Sept. 1986: Sexual Harassment</li> <li>• Runaway from Bridge City</li> <li>• Early 1987: In lockdown for fighting</li> <li>• June 1987: Better Adjustment</li> <li>• Sept. 1987: Conducts himself admirably; aggravated by certain group of offenders</li> <li>• Dec. 1987: Placed on Elavil 25 mg</li> </ul>	
	Janitor helps Jack bathe at school									
	Awarded furlough – no one ever came to get him, no visits									

1988	1989	1989-1990	1991	1991-1992	1997	1998	2001	2003
15	16	16-17	18	18-19	24	25	28	30
<ul style="list-style-type: none"> <li>• Feb. 1988: “restrained from attempting to escape from this institution. He has earned several monthly leaves, but has not been picked up by his family. Another offender attacked Jack by “stumping on his face”</li> <li>• Sept. 1988: Progress report: Jack at the highest level of the behavioral classification for over 5 months..he as received maximum benefit from the program.</li> <li>• October 1988: Released to Mom</li> <li>• Fall 1988: Re-entered 7<sup>th</sup> grade at Monroe Jr. High School</li> </ul>	<ul style="list-style-type: none"> <li>• Feb. 1989: MHC for depression and fighting</li> <li>• April 1989: Progress notes: “things at home were tolerable for Jack, and he was making good progress toward his goal of obtaining his GED</li> <li>• Oct. 1989: Jack was discharged from Monroe Mental Health</li> </ul>	Entered Job Corps Program	1990-1997: Lived in Tulsa, OK and worked Begins showing signs of Bipolar Disorder		<ul style="list-style-type: none"> <li>• Jan. 1997: Jack began living with girlfriend and her son.</li> <li>• April 1997: Manic Phase crash. Believes child is Satan and throws against wall. Fights with girlfriend about child and kills her. Hides child under house in 0 degree weather – says he is “safe in the hole.”</li> </ul>	Nov. 1998 1 <sup>st</sup> Death Sentence	Death Sentence Overturned	March 27, 2003: 2 <sup>nd</sup> Death Sentence


# Danny: Violence, Parental Coldness, Father Abusiveness

	EARLY CHILDHOOD		LATER CHILDHOOD/ADOLESCENCE		
May 1954 Danny is <b>born</b> in Shreveport	1962 When he was 8, Danny's <b>mother attempts suicide</b>	<b>Earliest memories</b> are of his mother and father's constant fighting and arguing	Danny's father joins the police force and <b>maintains the physical and emotional abuse</b> of his family.	Danny's father constantly tells him "I hate you", "You are no good", and "I wish you were dead"	Danny's mother unable to get away from his abusive father. Environment provides the "incubator" for the development of a serial killer.


## VIOLENT OFFENDING BEGINS AND ESCALATES

1971 Danny <b>drops out of high school</b> . Joins Air Force, but quickly <b>dishonorably discharged</b> after 30 days in military jail for using marijuana.	1972-76 Danny marries and has a child	1977 Danny's wife is unfaithful and marriage ends. Night after divorce papers served, he <b>commits his first rape</b> .	Late 1970's-1980's Believed that Danny was the Shreveport <b>serial rapist</b> that was never caught.	1989 Danny's <b>first known murders</b> . Julie Grissom, her father, and 8 year old nephew were tied with duct tape and stabbed to death. Julie was brutally raped and left posed.
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August 1990 Two females found in Gainesville apartment <b>stabbed to death</b> . One had been raped and one cleaned with detergent.	August 1990 Danny's breaks into apartment, waits for young occupant, then <b>violently rapes, stabs, and mutilates</b> her when she returns.	August 1990 Danny kills a 24 year-old man and <b>brutally rapes and stabs</b> his female roommate.	Current <b>Danny is on Death Row in Florida.</b>
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The use of life history research is very effective in educating persons across a variety of situations. As a university speaker's bureau representative, I use the life histories to make public presentations to various citizen and leadership groups, to provide testimony to the legislature on crime prevention and intervention, as an expert witness in adult and juvenile courts, to provide sentencing recommendations and mitigation testimony in capital cases. Finally, given the proper legal and individual authority, I revise the life stories and send them to penal institutions to help with work placement, medical treatment or just a general understanding of the characteristics and traits of the particular offender. This is generally only done when it will help a particular offender. Finally, I am currently transforming the qualitative studies into a quantitative data base so this rich source of data can be used more readily in academic publications and settings.




In conclusion, the study of criminality over the life course can have a huge impact on the development of more effective public policy, more effective prevention, intervention and treatment strategies and, finally, more humane treatment of juvenile and adult offenders in the judicial and correctional systems.



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