

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 395K/360K
Unique Numbers: 63025/62610
Semester: Spring 2011
Meeting Time: Thursdays 2:30-5:30
Meeting Place: SW 2.132

Instructor: Forrest A. Novy, Ph.D.
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Office Room: SSW 3.122A
Office Hours: Thursdays 1:30 to 2:30pm
(Or by appointment)

YOUTH, DELINQUENCY, AND JUVENILE JUSTICE

I. COURSE DESCRIPTION

The course is cross-listed as an upper-division elective for undergraduate students (SW360K) and as a graduate elective for graduate students (SW395K) in the School of Social Work who wish to explore the characteristics of delinquent youth and juvenile justice policies and practices. The course will profile the chronic and serious youth offender, examine current legal issues driving federal and state policy in the juvenile justice arena, explore accountability models for determining program effectiveness, and consider contemporary rehabilitative, educational, and delinquency prevention practices. Students will gain knowledge about juvenile justice mandates and the social and learning characteristics of the juvenile offender. They will have the opportunity to study and observe educational and rehabilitative practices in one of the nation's largest juvenile justice systems. Desired outcomes for students are the development of a personal theory of delinquency and juvenile justice, and a working knowledge of the promising supports and systems affecting risk and protective characteristics of delinquent youth.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the risk and protective factors associated with juvenile delinquency at the micro, mezzo and macro levels.
2. Critically analyze factors associated with disproportionate numbers of ethnic, minority, and disability groups who are adjudicated delinquent and the corresponding impact on families and communities.
3. Demonstrate an understanding of the social and educational characteristics of chronic and serious youth offenders, including those with disabilities and special education needs.
4. Describe and analyze major issues and trends in juvenile justice practice and programming, including the roles of federal and state governments in the juvenile justice arena.
5. Analyze important ideologies, values, dilemmas and ethical decision making process in the NASW Code of Ethics that help to shape juvenile justice system design and practice for social workers.
6. Critically evaluate different juvenile justice programs as to their effectiveness with juvenile delinquents. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of services to juvenile delinquents.

7. Demonstrate an understanding of how to adapt juvenile justice program models and strategies to meet the unique needs of persons from diverse backgrounds, including race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, developmental level, age, and national origin.
8. Identify career opportunities for social workers in the juvenile justice arena.

III. TEACHING METHODS

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of theoretically-grounded skill competencies as a juvenile justice worker. Learning activities will include readings, writings, discussions, lectures, guest speakers/panels, videos, and small group exercises.

IV. REQUIRED TEXTS

Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*. New York: Random House.

Springer, D.W. & Roberts, A. R., (Eds.). (2011). *Juvenile justice and delinquency*. Sudbury, MA: Jones and Bartlett Publishers.

V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in an interactive framework among collegiate students, invited speakers and professors. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be strongly considered in assigning the final grade.

No late assignments will be accepted, except in the case of extreme emergencies and then only with the permission of the professor. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. All late assignments will be assessed point penalties at the rate of **2 points each day late**. If the due date is a problem, then the student should see the professor and negotiate another due date.

Students are expected to both learn and demonstrate knowledge of issues, policies, and practices within the juvenile justice arena. This requires a search of the literature across varied topical areas and disciplines during the course.

Policy on Absence for Religious Holidays

According to the SSW Faculty-Staff handbook, "Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the Texas Education Code relate to absences by students and instructors for observance of religious holy days.

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day must be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified each instructor. It is the policy of The University of Texas at Austin that the student must notify each instructor at

least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.” **For further information, the student may refer to the following link (<https://www.utexas.edu/ssw/deansoffice/policies/handbook/ft.html>).**

Special Accommodations for Students with a Disability

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or Lkinast@mail.utexas.edu for users who are deaf or hard of hearing as soon as possible to request an official letter outlining authorized accommodations.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

VI. COURSE ASSIGNMENTS

- I. Mid-Term Exam (25% of final grade)**
- II. Class participation (10% of final grade)**
- III. Online Discussions (10% of final grade)**
- IV. 3-page essay on one or more concepts pertaining to youth, delinquency, and juvenile justice raised in lectures, presentations, or readings (15% of final grade).
DUE February 19**
- V. Youth, delinquency, and juvenile justice research paper (Option 1), or, with approval, participation in the Travis County *Cross-Over Transition Court* pilot (Option 2). (40% of final grade)**

DUE By Last Class Day

If Option 1: Each student is to select a problem area or issue of interest relating to delinquent youth and juvenile justice policies and/or practices, and to conduct a scholarly literature review of the problem area. The purpose of the project is to enhance the student’s understanding of the juvenile justice arena and to strengthen and reinforce a personal theory of youth, delinquency, and juvenile justice.

If Option 2: **This option is for graduate students only.** Five graduate students will be approved to review the **Travis County *Cross-Over Transition Court* pilot.** Selected students will complete this option in lieu of a final research paper. Students

will complete a topic-specific literature review (topics identified by Travis County), with written discussion and analysis of specific court-related issues and challenges involving dually involved CPS/Foster Care and Juvenile Justice system youth. The purpose of this option is twofold: (1) to assist the Court in gathering and analyzing key information regarding the effectiveness and efficacy of a non-traditional court model for court-involved, foster care youth transitioning to adulthood; (2) to enhance the student's understanding of the juvenile justice arena and to strengthen and reinforce his or her personal theory of youth, delinquency, and juvenile justice.

For the research paper or Cross-Over Transition Court pilot, students must get prior approval of their chosen research topic or participation in the pilot project from the professor. A typed, well-written and packaged, approximately 10-15-page paper (option 1) or final report (option 2) (excluding the bibliography) is to be submitted. There are 3 major parts to the paper/report. A final (total) grade will be computed when the paper/report is turned in at the end of the semester. Collectively, the paper or report will be worth 40% of the final grade. Be sure to proofread your final product; for purposes of the term paper 5 points of the total (40) points will be allocated for use of APA (5th ed.) format, grammar, and spelling. An outline for the paper is provided below. Students may choose to write about topics raised in class but are free (and encouraged) to review issues, policies, and/or practices gleaned from the readings.

Students are encouraged to meet with the professor during the semester to discuss the development of the paper. This provides the student and professor the opportunity to engage in dialogue, and the opportunity for the professor to provide feedback throughout the process of writing, rather than waiting to receive feedback after the final copy has been turned in. It is recommended that students start on this assignment right away because the professor expects a very thorough search of the literature in social work, psychology, education, and related fields such as anthropology and criminal justice in order to demonstrate that one has mastered the up-to-date, current knowledge and interventions or programs concerning a problem area. Graduate students will be graded according to expectations commensurate with graduate level course work, which will entail graduate level writing, critical thinking, an extensive review of the literature, and where appropriate the integration of research and literature in one's writing.

Youth, Delinquency, and Juvenile Justice Paper/Report Guidelines

I. Introduction and Overview. This section of the paper or report serves three purposes. First, it describes the targeted problem or issue within today's social context. Second, it provides a statement of the problem/issue or questions to be explored. Finally, it states the significance of the problem or issue and the rational justifying its examination. **[10 Points]**

(1) Definitions: Define all key concepts and ideas. This should include criteria for determining the existence of the problem or issue in focus. In other words, discuss how we know when we see this problem. Use the literature to support your definition.

(2) Scope of the Problem/Issue: Provide supporting data to explain the problem or issue's importance. In other words, why is this a critical social problem that warrants

attention?

II. Review of the Literature. A search of the literature should include journal articles as well as pertinent book chapters or monographs. Emphasis should be given to the most recent (within the past 10 years or so) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. It is assumed that most papers will have a substantial reference list to demonstrate one's mastery of their area under study. Although students are encouraged to utilize the Internet to search for material, they may not rely on Web-based resources at the expense of using refereed journal articles for the literature review. It is recommended that students set up their paper, using both headings and subheadings according to the proposed outline below. **[15 Points]**

An excellent reference to refer to when answering the question: What is a review of the literature? Can be found at <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

III. Conclusions/Report Findings and Recommendations

State what insights you have come to at the end of the paper or report or what further conclusions one can draw from your review and/or information gathered (if Option 2). This should not simply be a reiteration of the thesis statement; it is about your conclusions. You might discuss the larger relevance of your review or findings (if Option 2), its further implications, or other questions it raises. **[15 Points]**

FOR ALL WRITING ASSIGNMENTS

Proofread CAREFULLY! Part of your grade on writing assignments will be based on grammar, spelling, punctuation, as well as content and organization. Inspect your prose for grammar mistakes such as lack of verb-subject agreement, run-on sentences, lack of parallel construction, etc. Check and re-check the spelling and punctuation in your paper (use your computer's spell-checking tool). Undergraduate students are encouraged to use the Undergraduate Writing Center, and graduate students are encouraged to use the School of Social Work's Graduate Writing Assistant, for assistance with their writing skills.

Failure to follow the **GUIDELINES FOR WRITING ASSIGNMENTS** can mean a deduction of up to an entire letter grade. Learning to be a proficient writer includes mastering the art of professional formatting.

Grading Summary:

- I. 3-page essay on one or more concepts of youth, delinquency, and juvenile justice raised in lectures, presentations, or readings (15 pts).**
- II. Youth, delinquency, and juvenile justice research paper/report (40 pts.)**
- III. Mid-Term Exam (25pts.)**
- IV. Class/Discussion Board (Online) participation (20 pts.)**

TOTAL: 100 POINTS FOR THE COURSE

GRADING SCALE (all students)

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

YOUTH, DELINQUENCY, AND JUVENILE JUSTICE

Spring 2011

Syllabus

REQUIRED TEXTS:

Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*. New York: Random House.

Springer, D.W. & Roberts, A. R., (Eds.). (2011). *Juvenile justice and delinquency*. Sudbury, MA: Jones and Bartlett Publishers.

COURSE OUTLINE

DATE TOPIC, WEEKLY READING ASSIGNMENT

WEEK 1: **Course introduction and overview of juvenile justice and delinquent youth.**

TH 1/20

WEEKS 2 & 3: **Juvenile justice systems, policies, and legal perspectives.**

TH 1/27

Readings

Churgin, M. The role of the federal government in juvenile justice
[Course Packet: Online]

Chapter 1—A brief historical overview of juvenile justice and juvenile delinquency,
Springer, D.W. & Roberts, A. R., (2011).

Chapter 11—The Late Modern World of Adolescence And Sociological Theories of
Delinquency, Springer, D.W. & Roberts, A. R., (2011).

Chapter 1—Juvenile population characteristics, pgs. 1-17, Snyder, Howard N., and
Sickmund, Melissa. 2006. Juvenile Offenders and Victims: 2006 National Report.
[Course Packet: Online]

TH 2/3

Readings

Chapter 4—Reforming Juvenile Justice through Comprehensive Community Planning,
Springer, D.W. & Roberts, A. R., (2011).

Chapters 1, 2 & 3—Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*.

Optional Readings:

Chapter 1—Introduction: Issues and Institutions, Pgs. 1-27, Katzmann, G. S., ed. (2002). *Securing Our Children's Future New Approaches to Juvenile Justice and Youth Violence*.
[Course Packet: Online]

Chapter 5—Managing the Juvenile Offender Population, Pgs. 147-174, Katzmann, G. S., ed. (2002). *Securing Our Children's Future New Approaches to Juvenile Justice and Youth Violence*.
[Course Packet: Online]

WEEKS 4 & 5: Chronic and serious youth offenders.

TH 2/10

Readings

Chapter 5—Effectiveness of Early Crime Prevention, Springer, D.W. & Roberts, A. R., (2011).

Chapter 1—Reconnecting Disadvantaged Young Men: An Introduction, Pgs. 1-10, Edelman, P., Holzer, H. J., Offner, P. (Eds.). (2006). *Reconnecting Disadvantaged Young Men*.

[Course Packet: Online]

Chapter 3—Juvenile offenders, pgs. 61-82, Snyder, Howard N., and Sickmund, Melissa. 2006. *Juvenile Offenders and Victims: 2006 National Report*.

[Course Packet: Online]

TH 2/17

DUE: 3-page essay on one or more concepts pertaining to youth, delinquency, and juvenile justice.

Readings

Chapter 17—Innovative Justice for Youth with Mental Health and Substance Use Disorders, Springer, D.W. & Roberts, A. R., (2011).

Chapters 4 & 5— Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*.

WEEKS 6-12: Contemporary rehabilitative, education, and delinquency prevention practices.

TH 2/24

Mid-Term Exam (take home will be posted on Black Board following today's class—due electronically via email to Dr. Novy, Monday 2/28 no later than 5 p.m.)

Readings

Chapter 7—The Power of Education in Juvenile Justice, Springer, D.W. & Roberts, A. R., (2011).

Chapters 6, 7 & 8—Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*.

TH 3/3

Readings

Chapters 9, 10 & 11—Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*.

Maldonado, M, Concha-Eastman, A. & Marques, S. (2006). Youth violence in Latin America: Framework for action.

[Course Packet: Online]

TH 3/10

DUE: 1-sentence TOPIC for term paper.

Readings

Chapters 12 & Epilogue—Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*

SPRING BREAK—MARCH 14-18

WEEKS 10-11:

TH 3/24

Readings

Chapter 20—What About the Girls? Gender, Delinquency, and Juvenile Justice in the 21st Century, Springer, D.W. & Roberts, A. R., (2011).

Vine, K. (2006, November). Acting Up. *Texas Monthly*, 34(11), 180-316.

[Course Packet: Online]

TH 3/31

DUE: core BIBLIOGRAPHY for term paper

Readings

Chapter 18—Evidenced-Based Programs for At-Risk Youth and Juvenile Offenders—Juvenile Drug and Mental Health Courts, Springer, D.W. & Roberts, A. R., (2011).

Optional Readings:

Corcoran, J. & Springer, D. W. (2005). Treatment of Adolescents with Disruptive Behavior Disorders. In Corcoran, J. *Building Strengths and Skills: A Collaborative Approach to Working with Clients*. London: Oxford University Press, 131-162.

[Course Packet: Online]

Tripodi, S. J., & Springer, D. W. (2007). Mental health and substance abuse treatment of juvenile delinquents. In A. R. Roberts and D. W. Springer (Eds.), *Social work in juvenile and criminal justice settings* (3rd ed.). Springfield, IL: Charles C Thomas.

[Course Packet: Online]

WEEK 12: Transition Planning and Reentry

TH 4/7

Readings

Chapter 21—Juvenile Delinquency and Community-Based Aftercare, Springer, D.W. & Roberts, A. R., (2011).

Mears, D. P. & Travis, J. (2004). The dimensions, pathways, and consequences of youth reentry.

[Course Packet: Online]

Chapter 4—Building Community Youth Systems, Pgs. 67-78, Edelman, P., Holzer, H. J., Offner, P. (Eds.). (2006). *Reconnecting Disadvantaged Young Men*.

[Course Packet: Online]

WEEK 13:

TH 4/14

Site Visit # 1: TYC—Giddings State School or Travis County Juvenile Court—Gardner Betts Juvenile Justice Center

WEEK 14:

TH 4/21

Site Visit # 1: TYC—Giddings State School or Travis County Juvenile Court—Gardner Betts Juvenile Justice Center

WEEKS 15 & 16: Accountability and Program Evaluation

TH 4/28

Readings

Chapter 12—Creating Networks of Capacity, Pgs. 338-385, Katzmann, G. S., ed. (2002). *Securing Our Children's Future New Approaches to Juvenile Justice and Youth Violence*.

[Course Packet: Online]

TH 5/5 Course Summary and Review

DUE: FINAL VERSION of research paper or report

Readings

Chapter 13—Conclusion: A New Framework and Agenda, Pgs. 386-414, Katzmann, G. S., ed. (2002). *Securing Our Children's Future New Approaches to Juvenile Justice and Youth Violence*.

[Course Packet: Online]

EXAM WEEK (NO FINAL EXAM)

YOUTH, DELINQUENCY, AND JUVENILE JUSTICE

READINGS AND RESOURCES

- Advocacy Guide to Rights Protection for Youths in the Juvenile Justice System (2006)
National Mental Health Association, 2001 N. Beauregard Street, 12th Floor
Alexandria, VA 22311.
- Annie E. Casey Foundation (2008, June). A Road Map for Juvenile Justice Reform. *2008 KIDS COUNT Data Book: State profiles of child well-being*, Baltimore, MD.
- Atkins, T., Bullis, M., & Todis, B. (2005, September). Converging and diverging service delivery systems in alternative education programs for disabled and non-disabled youth involved in the juvenile justice system. *Journal of Correctional Education*, v. 56 no. 3, 253-85.
- Austin, A. M., Macgowan, M. J., & Wagner, E. F. (2005). Effective family-based interventions for adolescents with substance abuse problems: A systematic review. *Research on Social Work Practice*, 15, 67-83.
- Baltodano, H. M., Harris, P. J., & Rutherford, R. B. (2005, November). Academic achievement in juvenile corrections: Examining the impact of age, ethnicity and disability. *Education and Treatment of Children*, v. 28 no. 4, 361-79.
- Bender, K., Kim, J. S., & Springer, D. W. (2007). Effectiveness of interventions for dually-diagnosed adolescents: Implications for juvenile offenders. In D. W. Springer & A. R. Roberts (Eds.), *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York, NY: Springer Publishing Company.
- Boesky, L. (2002). *Juvenile offenders with mental health disorders: Who are they and what do we do with them?* Lanham, MD: American Correctional Association.
- Brumble, D. H. (2000). The gangbanger autobiography of Monster Kody (aka Sanyika Shakur) and warrior literature. *American Literary History*, 12, 1 & 2, 158-186.
- Christle, C. A., Jolivet, K., & Nelson, C. M. (2005). Breaking the school to prison pipeline: Identifying school risk and protective factors for youth delinquency. *Exceptionality*, 13(2), 69-88.
- Columbia University, Division of Child Psychiatry Center for the Promotion of Mental Health in Juvenile Justice. (2002, October). Assessments. Available:
<http://www.promotementalhealth.org/AssessmentGuidelines/assessments.htm#stats>.
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- Deci, E., & Ryan, R. (2000b, October). The 'what' and 'why' of goal pursuits: human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. Retrieved from Academic Search Alumni Edition database.

- Dinkes, R., Kemp, J., and Baum, K. (2009). *Indicators of School Crime and Safety: 2009* (NCES 2010–012/ NCJ 228478). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.
- Edelman, P., Holzer, H. J., Offner, P. (Eds.). (2006). *Reconnecting Disadvantaged Young Men*. Washington DC: Urban Institute Press.
- Fonagy, P., Target, M., Cottrell, D., Phillips, J., & Kurtz, Z. (2002). *What works for whom? A critical review of treatments for children and adolescents*. New York, NY: The Guilford Press.
- Freire, Paulo. *Education for Critical Consciousness*. New York: The Seabury, 1973. Print.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Gibbs, J. C., Potter, B. G., & Goldstein, A. P. (1995). *The EQUIP program: Teaching youth to think and act responsibly through a peer-helping approach*. Champaign, IL: Research Press.
- Gottfredson, M., & Hirschi, T. (1990). *A general theory of crime*. Stanford: Stanford University Press.
- Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112(1), 64-105.
- Hazler, R. J. & Denham, S. A. (2002), Social Isolation of youth at risk—Conceptualizations and practical implications. *Journal of Counseling and Development*, 80 no4, 403-9.
- Henggeler, S. W., Schoenwald, S. K., Borduin, C. M., & Swenson, C. C. (2006). Letter to the editor. Methodological critique and meta-analysis as Trojan horse. *Children and Youth Services*, 28, 447-457.
- Henggeler, S. W., Schoenwald, S. K., Rowland, M. D., & Cunningham, P. B. (2002). *Serious emotional disturbance in children and adolescents: Multisystemic therapy*. New York, NY: The Guilford Press.
- Hirschi, Travis. (1972). *Causes of delinquency*. Berkeley: University of California Press.
- Hollandsworth, S. (2006, December). “You don’t want to know what we do after dark”, *Texas Monthly*, 168-173.
- Hollandsworth, S. (2003, November). Their last good chance to get better, *Texas Monthly*, 135-182.
- Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*. New York: Random House.
- Individual With Disabilities Education Act, as amended (2004), 20 U.S.C.A. § 1400 et. seq.

- Izzo, R. L., & Ross, R. R. (1990). Meta-analysis of rehabilitation programs for juvenile delinquents. *Criminal Justice and Behavior*, 17, 134-142.
- Juvenile Justice and Delinquency Prevention Act of 1974, Pub. L. No. 93-415, 88 Stat. 1109 (codified as amended at 42 U.S.C. § 5601 et seq. (2002)).
- Kaufman, P., Alt, M., & Chapman, C. (2004, October). *Dropout rates in the United States: 2001*, Statistical Analysis Report, NCES 2005046.
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- Kazdin, A. E., & Weisz, J. R. (Eds.) (2003). *Evidence-based psychotherapies for children and adolescents*. New York, NY: The Guilford Press.
- Keeley, J. H. (2006, March). Will adjudicated youth return to school after residential placement? The results of a predictive variable study. *Journal of Correctional Education*, v. 57 no. 1, 65-85.
- Krezmien, M.P., & Minniti, N., (2006). Reducing recidivism for violent offenders with schizophrenia. In MacKenzie, D. (Ed.), *Different Crimes, Different Criminals: Understanding, Treating and Preventing Criminal Behavior*. Dayton, OH: Anderson Publishing.
- Leone, P. E. & Drakeford, W. (December 1999). Alternative education: From a "last chance" to a proactive model. *The Clearing House*, 3(2).
http://www.edjj.org/Publications/pub_06_13_00_1.html
- Leone, P.E., Krezmien, M., Mason, L., & Meisel, S. M., (2005). Organizing and delivering empirically based literacy instruction to incarcerated youth. *Exceptionality*, 13(2), 89-102.
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- Lipsey, M. W., & Wilson, D. B. (1998). Effective intervention for serious juvenile offenders: A synthesis of research. In R. Loeber & D. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 313-344). London: Sage.
- Littell, J. H. (2006). Letter to the editor. The case for Multisystemic Therapy: Evidence or orthodoxy? *Children and Youth Services*, 28, 458-472.
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- Luria, A.R. *Cognitive Development: Its Cultural and Social Foundations*. Cambridge: Harvard UP, 1976. Print.
- Maslow, A. (1943, July). A theory of human motivation. *Psychological Review*, 50(4), 370-396.

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- Nance, D. & Novy, F. A. (2011). The power of education in juvenile justice. In A. R. Roberts & D. W. Springer (Eds.), *Juvenile delinquency and juvenile justice: Policies, programs, and intervention strategies*. Sudbury, MA: Jones and Bartlett Publishers, Inc.
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Some Web-Based Resources

<http://www.utexas.edu/research/cswr/nida>

www.samhsa.gov/centers/csap/modelprograms/default.htm

www.samhsa.gov/centers/csat/csat.html

www.nida.nih.gov

<http://www.campbellcollaboration.org/>

<http://www.OAG.STATE.TX.US>

<http://wordnet.princeton.edu>

<http://www.icpsr.umich.edu/NACJD/>

<http://www.tribalresourcecenter.org/>

<http://www.tjpc.state.tx.us/>

www.ojjdp.ncjrs.org

www.effectivechildtherapy.com

www.niaaa.nih.gov

<http://www.cochrane.org/>

<http://www.urban.org>

<http://www.ncjj.org/>

<http://www.ojp.usdoj.gov/>

<http://www.tyc.state.tx.us/>

National Clearinghouse for Alcohol and Drug Abuse Information (NCADI): ncadi.samhsa.gov

Center for Substance Abuse Prevention (CSAP): prevention.samhsa.gov

Center for Substance Abuse Treatment (CSAT): csat.samhsa.gov

Center for Mental Health Services (CMHS): www.mentalhealth.samhsa.gov/cmhs
CSAP's Prevention Decision Support System (an expert system) OJJDP and the University of Utah's Family Strengthening Programs: www.strengtheningfamilies.org
Department of Education: www.ed.gov/offices/OESE/SDFS
National Institute on Drug Abuse: www.nida.nih.gov
National Institute on Alcohol Abuse and Alcoholism: www.niaaa.nih.gov
OJJDP's National School Safety Center: www.nssc1.org
Drug Strategies: www.drugstrategies.org
Strengthening Families Program: www.strengtheningfamiliesprogram.org
CDC Surgeon General's Office: www.surgeongeneral.com

Related Federal and National Resources:

[Criminal Justice/Mental Health Consensus Project](#)
[Louis de la Parte Florida Mental Health Institute at the University of South Florida](#)
[National Alliance on Mental Illness](#)
[National Association of Counties](#)
[National Center for State Courts](#)
[National GAINS Center](#)
[National Institute on Alcohol Abuse and Alcoholism](#)
[National Institute of Corrections](#)
[National Institute on Drug Abuse](#)
[National Judicial College](#)
[President's New Freedom Commission on Mental Health](#)
[Substance Abuse and Mental Health Services Administration](#)